Saskatchewan
Education

Annual Report
1990-91

Saskatchewan
Education

The eighty-sixth annual report of Saskatchewan Education

for the period from
July 1, 1990 to June 30, 1991

Letters of Transmittal

The Honourable Sylvia Fedoruk
Lieutenant Governor
Province of Saskatchewan

Madam:

I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 1991.

Respectfully submitted,

Carol Teichrob

(Mrs.) Carol Teichrob
Minister of Education

The Honourable Carol Teichrob
Minister
Saskatchewan Education

Madam:

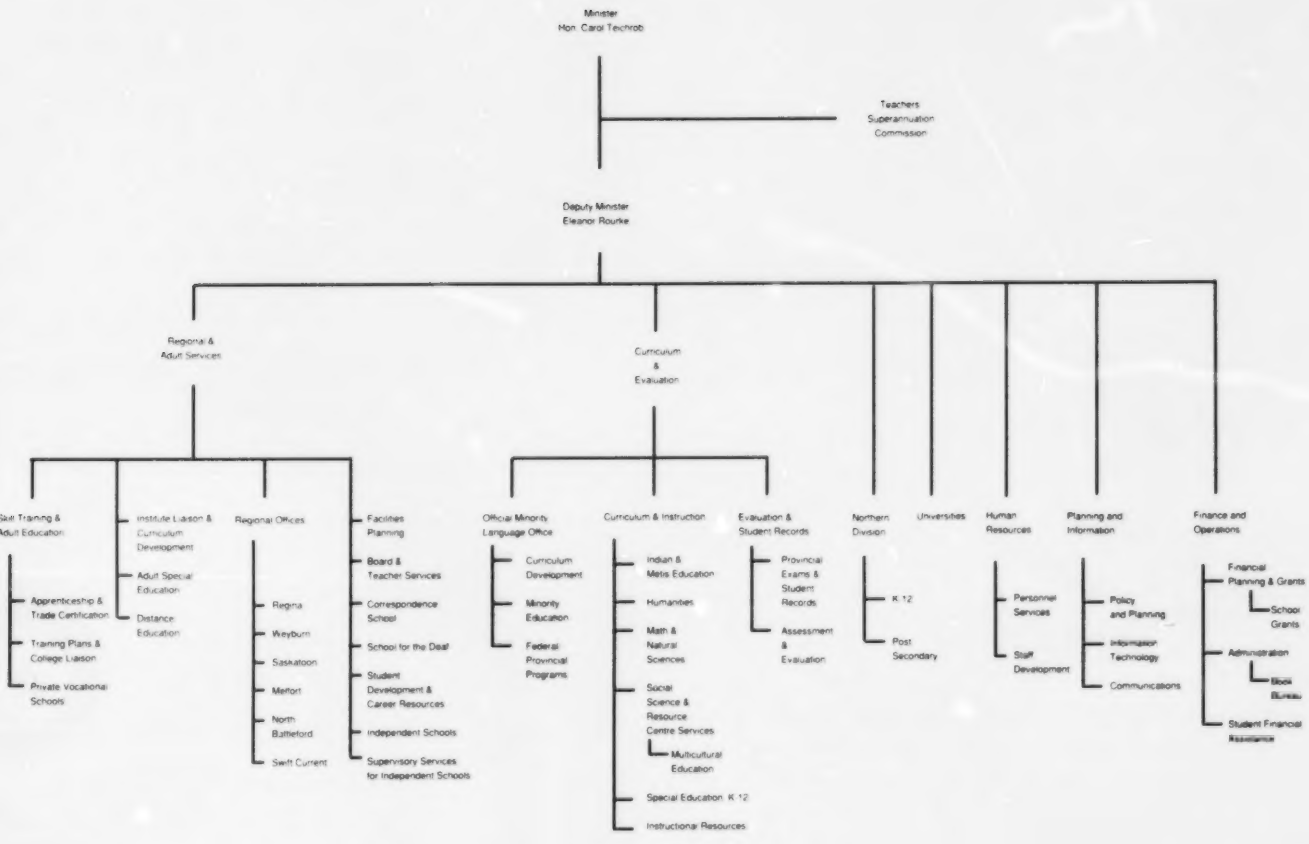
I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 1991.

Respectfully submitted,

Eleanor Rourke

Eleanor Rourke
Deputy Minister
Saskatchewan Education

Department Organization



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Deputy Minister's Message

The challenge of facilitating varied educational programs for people of different ages has made the 1990-91 year exciting and rewarding. As our society constantly adapts to change, there is an increased realization of the importance of education and training. This awareness predicates an approach to education that recognizes the future as well as the present needs of students, and one that also takes into account the particular learning needs of people from all areas of the province. Education plays a particularly important role in providing people with the values, attitudes, knowledge and skills needed to succeed in this rapidly changing era.

For elementary and secondary education, in both official languages, there is recognition that we must develop excellent curricula and support teachers in the task of implementing them in the classroom. The common essential learnings were introduced as critical factors in curriculum and instruction. The knowledge, appreciations, attitudes, skills and values that these learnings represent illustrate the belief that students in today's schools study in a climate where they can become self-reliant learners, critical and creative thinkers and capable users of technology. These students will master the communication and numeracy skills necessary to interact successfully in a complex world. Comprehensive curriculum reform is establishing Saskatchewan as a North American leader in providing students with skills for the future.

Access to educational opportunities that allow all students to achieve continues to be a goal. In the past year, there was further implementation of the comprehensive framework of the Indian and Métis Education Policy to improve aboriginal education. Over forty projects were initiated in northern Saskatchewan in response to the recommendations from the Northern Education Task Force. An advisory committee on student retention was formed and fifteen pilot projects were begun to address the stay-in-school initiative. A gender equity policy was implemented with a planning framework for use by school boards. As well, $45,000,000 has been committed to provide special education services for special needs children in the province. High technology distance education was utilized to make learning opportunities accessible across the province through the auspices of the Correspondence School.

A number of trends have emerged over the past few decades. The population of the province has shifted from rural to urban. The average age of the population has increased. The demand for education has escalated and the costs have spiralled. These trends have necessitated the review of finance and governance structures in kindergarten to grade 12 education.

The last change to school division boundaries was in 1944 when larger school units were established with an average enrolment of 1,800-2,000 students. This was done to ensure efficient administration and the delivery of a regional high school program. Today's school divisions vary in size from 11 to 24,588 pupils, with operating budgets from $67,850 to $92,786,355. A K-12 School Finance and Governance Review was commissioned in August, 1990 to develop options for addressing finance and governance issues. The final report is expected in late 1991.

It is becoming increasingly important that adult learners increase their skills and adopt an attitude of life-long learning. To that end, there was continued commitment to funding literacy programs, adult basic education and adult special needs programs which are designed to meet the learning needs of a diverse group of adult students. The wide variety of apprenticeship programs and skill training opportunities offered through the Saskatchewan Institute of Applied Science and Technology (SIAST) and the regional colleges allowed adults to develop and improve employable skills.

The regional college system provided rural Saskatchewan adults with access to post-secondary education programs and services. More than 30,000 students participated in programs in the regional colleges throughout the province.

The newly established Saskatchewan Communications Network (SCN) expanded its Training Network from 35 to 52 receiving sites managed under contract to the regional colleges and SIAST. The universities, SIAST and the regional colleges, in partnership with SCN, made available more university and technical credit courses than ever before to residents outside of Regina and Saskatoon.

For SIAST, 1990-91 was a period of program renewal and financial consolidation. The President's Committee on Institutional Renewal

was established to review SIAST's current activities and provide recommendations on how the institute could meet the challenges and opportunities which lie ahead for technical-vocational education. Over the course of the year, SIAST explored the establishment of a range of partnerships with industries as well as other educational providers. Perhaps the most significant of these was the Academic Partnership agreement entered into by SIAST with the Saskatchewan Indian Institute of Technology (SIIT). This partnership represented the first such agreement in Canada between a post-secondary technical-vocational institution and an Indian educational institution.

University education evolved to provide students with the academic and practical skills needed to meet the social and economic challenges of the future. The University of Saskatchewan and the University of Regina continued to face heavy admission pressures as they reached record enrolment. They offered a full range of programs to a combined enrolment of over 23,000 full-time equivalent students.

A major capital project was concluded at each university. The new College of Agriculture Building at the University of Saskatchewan is a state-of-the-art research and teaching facility that will keep the university in the forefront in this field. The University of Regina completed construction of the Language Training Institute. The institute provides a central facility for language training and a focal point for French language and cultural activities.

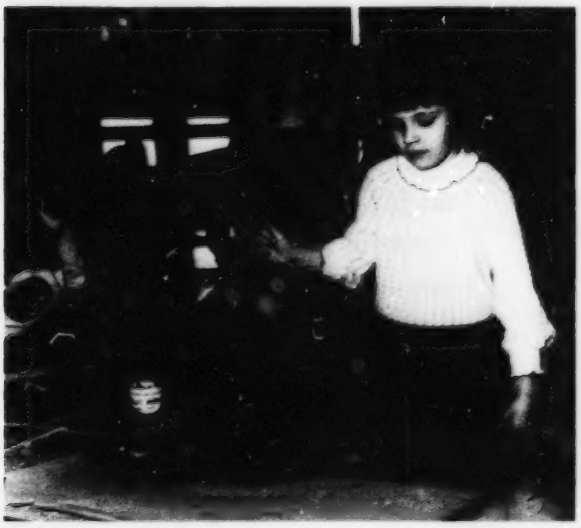
One quarter of Saskatchewan's population was enrolled in educational institutions in 1990-91. Over a billion dollars was spent on education. High quality education is seen by our citizens as essential to the future of Saskatchewan.

Elementary, Middle and Secondary Education

Saskatchewan Education is responsible for developing courses of study for use in Saskatchewan's kindergarten to grade 12 schools. The department also provides a variety of support services to assist in implementing and maintaining curricula, and evaluates the effectiveness of kindergarten to grade 12 programs of instruction.

Highlights

- The new science curriculm for Grades 1 to 5 was introduced in Saskatchewan schools. This is the first of the required areas of study in the new Core Curriculum to progress through design and piloting to implementation.
- The first major initiative between Saskatchewan and Ukraine was approved in a May, 1990 educational agreement.
- Progress was made on a document to help teachers implement the Core Curriculum. *Instructional Approaches: A Framework for Professional Practice* will be completed in August, 1991.
- A new policy document for use by educators in promoting gender equity among Saskatchewan students was distributed to school boards and directors of education.
- The Saskatchewan Resource Series videos for agriculture and potash captured awards at the Houston International Film Festival.
- The final report of the Accreditation and Provincial Examinations Review Committee was completed.



- A Symposium on Evaluation and Monitoring was held to solicit feedback from major education organizations on evaluation, monitoring and accountability initiatives.
- Saskatchewan entered the School Achievement Indicators Program as part of the Council of Ministers of Education, Canada initiative to collect comparative data on the effectiveness of the Canadian education system.
- *Understanding Evaluation: A Parent Guide* was completed and distributed.

Curriculum Development

Humanities

Kindergarten

The first stage of the kindergarten review and revision process - Program Needs Assessment - was completed. The assessment was based on an extensive survey of Saskatchewan's kindergarten teachers in 1990.

Copies of the Kindergarten Program Survey Results (1991) have been distributed to directors of education, to schools which offer a kindergarten program, and to other educational partners in the province. These survey results will direct the revision and development of the kindergarten curriculum guide.

The revised kindergarten curriculum guide will continue to emphasize developmentally appropriate practices for young children, providing for all areas of their development - physical, emotional, social and intellectual - through an integrated approach. It is therefore expected that teachers will find the guide to be a valuable resource. Plans are to begin a limited pilot of the draft kindergarten curriculum material in January, 1992.

English Language Arts

The English language arts curriculum for the elementary level completed its second pilot year during 1990-91. Over 140 grades 1 to 5 teachers and administrators attended one-day inservice sessions held in regional settings throughout the province. Feedback from these teachers resulted in revisions to various components of the curriculum guide.

Pilot teachers from each region will be selected to act as inservice leaders during implementation. Leadership training sessions will begin in the spring of 1992.

The 1991-92 school year will mark the end of the three-year development and pilot phase for elementary English language arts. The three-year implementation phase is scheduled to begin in September, 1992.

Development of a number of resources to support English language arts curricula, from kindergarten to grade 12, began. These include an *Information Bulletin for Administrators* (grades 1 to 5), *A Bibliography of Resources for the Elementary Level*, *The Process of Writing* (kindergarten to grade 12), *The Process of Reading* (kindergarten to grade 12), *Response to Literature* (kindergarten to grade 12) and the video *Language for Living and Learning* with accompanying discussion guide which focuses on language development from infancy through the school years.

Arts Education

Inservice sessions for pilot teachers in grades 1 to 5 arts education took place in November, 1990. The 1990-91 school year marks the final phase of development and testing. Province-wide implementation is scheduled for September, 1991.

Leadership training for approximately 100 grades 1 to 5 teachers took place in March and May, 1991. Each teacher-leader received comprehensive leadership binders and four days of inservice. During two days in March they learned how to deliver awareness level inservice to teachers in their regions, and in May they received two days training in one of the four arts strands (dance, drama, music or visual art).

Beginning in September, 1991 these teacher-leaders will work in pairs, delivering implementation inservice in their region in two of the arts strands. Schools will arrange to receive inservice in the other two strands later in the year, or the following year, according to their individual implementation guidelines.

Inservice sessions will be held in September and November, 1991 for teachers new to the grade 9 arts education program who are using the interim edition of the curriculum to meet the grade 9 requirement. The grade 9 arts education curriculum completed its second year of piloting and will be printed in spring, 1992. Implementation is scheduled for the 1992-93 school year.

The grade 10 arts education curriculum begins development in January, 1992. Course requirements for Drama 10, 20 and 30 along with Band 10, 20 and 30 are being finalized and will be printed in 1992.

Social Sciences

Social Studies

Curriculum reforms in social studies and history continued to be guided by the recommendations of the 1983 *Social Sciences Reference Committee Report*.

Piloting of grade 6 social studies continued in the 1990-91 school year. Thirty-six teachers attended two one-day workshops to become familiar with the curriculum guide and provide feedback to the writers.

Fifty-three teachers attended a one-day workshop on the grade 9 social studies course, providing commentary to the writers on the curriculum and activity guides. Piloting for this course was completed in 1990-91.

Piloting of grade 10 history and social studies began in the 1990-91 school year. Fifty-five teachers attended three one-day workshops to become familiar with the curriculum and activity guides and provide feedback to the writers.

Heritage Languages

Overview

In April, 1991 Saskatchewan Education assumed responsibility for all heritage languages, both the in-school and out-of-school programming. The Multicultural Education Unit was established to provide a coordinated function for multicultural education, heritage languages and English as a Second Language (kindergarten to grade 12) services.

Saskatchewan Education is responsible for the design and delivery of regular German and Ukrainian language programs. Consultative services are also provided for program planning, along with inservice sessions for school divisions and community groups.

A Heritage Languages Liaison/Reference Committee is in place to provide advice on heritage language education in Saskatchewan. The

committee met numerous times to assist the department in drafting policies on multicultural education and heritage languages. The committee also provided direction for implementing the action plan contained in the Government of Saskatchewan's response to the report of the Task Force on Multiculturalism.

Financial assistance was provided to the Saskatoon Multicultural Council to offset the costs for heritage language teachers enrolled in university courses under the Certificate in Methods of Teaching Heritage Languages Program.

German

German language instruction is offered at various levels of the school system, with the majority of enrolments in grades 9 to 12. The Correspondence School also offers grades 9 to 12 German language courses.

The interim edition of a curriculum guide and teacher handbook for grades 7 to 12 was printed and distributed during the year. A curriculum guide and teacher handbook for kindergarten to grade 12 Core German was also developed.

Financial assistance was provided for the German CALL Project, a project to develop computer software that will enhance the German language program.

Ukrainian

A range of Ukrainian language programs is offered in Saskatchewan schools. Core Ukrainian is available from kindergarten to grade 12. The Saskatchewan Correspondence School offers Ukrainian language courses for grades 9 to 12.

The Ukrainian-English bilingual program now serves kindergarten to grade 11, and is scheduled to continue through to grade 12. The grades 4 to 8 bilingual curriculum guide has been developed, and the Core Ukrainian curriculum guide has been completed.

Resource materials were developed to assist teachers in commemorating the Ukrainian centenary of migration to Canada. Instructional materials for grade 9 Core Ukrainian were finalized under the interprovincial project.

The May, 1990 agreement signed between Saskatchewan Education and the Ukrainian Ministry of Public Education makes provision for the sharing of curricula and instructional materials, student exchanges at the high school and university levels and teacher exchanges. The agreement is the first of its kind to be entered into by the Ukrainian Ministry of Public Education with any Canadian Ministry of Education.

The first major initiative approved under the agreement is an educational conference scheduled for August, 1991 in Ukraine. Educators from Saskatchewan will attend the conference.

Mathematics, Natural Sciences, and Practical and Applied Arts

Mathematics

A major background paper on mathematics curriculum development was published by the Saskatchewan Instructional Development and Research Unit in fall, 1990. *Charting the Course: A Guide for Revising the Mathematics Program in the Province of Saskatchewan* provides a framework for the development of the new Core Curriculum mathematics program.

Policy recommendations were developed, based on a field survey and the report. These recommendations will provide direction for development of the new program.

Forty pilot teachers received their orientation to the new elementary level mathematics in fall, 1990. The revised guide will be ready for use as part of an expanded pilot in fall, 1991.

Middle level scope and sequence guidelines were provided to the Mathematics Curriculum Advisory Committee for review. At the secondary level, a draft Mathematics 10 curriculum guide was prepared. Piloting will be delayed to allow for additional development work on Mathematics 20 which will then be piloted along with Mathematics 10.

Science

The new science curriculum for grades 1 to 5 was implemented in Saskatchewan schools in September, 1990. This followed successful orientation sessions for teacher-leaders along with distribution of the new *Curriculum Guide* and its companion document *Information Bulletin - Key Resources.*

Approximately 90% of the province's schools implemented the curriculum in the first year of a three-year window for implementation. Grades 1 to 5 science was the first of the required areas of study in the new Core Curriculum to progress through development and piloting to implementation.

Piloting of grade 10 science was completed. The new *Curriculum Guide* and *Information Bulletin - Key Resources* were published, and most teachers received a curriculum orientation before the end of June, 1991.

Piloting of secondary level curriculum for biology, chemistry and physics commenced in September, 1990. Pilot teachers were introduced to the philosophy, guide and resources earlier in the year. Prototype grade 12 final examinations were designed for each course and tested during the 1990-91 school year. Piloting will continue in 1991-92.

Development of middle level science curriculum continued. The draft guide and bulletin are being used to prepare teachers for piloting which will commence in September, 1991.

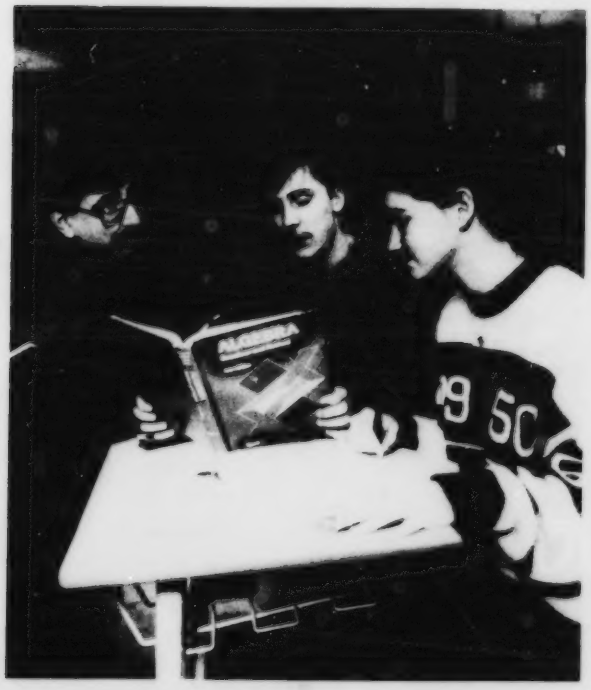
Saskatchewan Resource Series

The Saskatchewan Resource Series is being developed in conjunction with industry to inform students on the importance of major natural resources to the province. The series consists of videos and related print material. These kits are designed primarily to enhance science and social studies curricula for grades 7 to 10, although they also have relevance for other areas of study.

Instructional materials on agriculture and uranium were completed during the year, joining those on petroleum and potash already in classroom use.

In the coming year video and print materials will be prepared on forestry along with energy and the environment. The series is also being translated into French. The first translated unit on petroleum will be ready for distribution in December, 1991.

In June, 1991 two of the Saskatchewan Resource Series videos won awards at the prestigious Houston International Film Festival. Agriculture won the gold medal as the best entry in the agricultural film and video production category, while potash won a silver medal in the category of short animated subjects. The festival is an annual competition held to reward excellence in 150 different categories of film-making. The 1991 festival attracted more than 3,400 entries from around the world.



Agriculture in the Classroom Project

The Agriculture in the Classroom Project is designed to give Saskatchewan students a better understanding of agricultural issues and topics. This is done by integrating agricultural concepts into existing curricula where appropriate, and exploring new opportunities in curricula under development or revision. Progress has been made at various grades in science, language arts, social studies, mathematics and accounting.

During the reporting year the project was advised by a Reference Committee composed of representatives from major agriculture and education organizations along with an educational consultant. The committee's mandate expired in the spring of 1991, and the consultant assumed other responsibilities. The project will be maintained by department staff in the future.

Environmental Education

Department practice is to integrate environmental topics, concepts and issues into areas of study wherever appropriate.

Saskatchewan Education is also represented on the Education Advisory Committee of the Saskatchewan Round Table on Environment and Economy. The advisory committee is designing an environmental education action plan as part of the provincial conservation strategy.

Computer Education

Integrating Computers Into Curriculum and Instruction: A Teacher's Self Study Handbook was completed in June, 1991 and distributed to provincial schools. Work continued on *The Learning Continuum Handbook* which will be released in the 1991-92 school year.

Continued progress was made on integrating computers as a learning tool into various school programs, particularly in the area of business education. Software that best supports curricula was included in subject area bibliographies. Certain computer supports to the field are being provided through the Special Education SEINeS Network.

The mandate of the Computers in Education Advisory Committee expired in spring, 1990. The ongoing task of facilitating computer education opportunities will be carried out by department staff in the future.

Business Education

Policy recommendations for revising the Saskatchewan business education curricula were finalized during the year, as were recommendations for establishing partnerships between classrooms and businesses. Field reaction to the recommendations was published in the business teachers' journal *Intercom*.

Twenty teachers received orientation training and then began piloting the new courses for Accounting 16, 26 and 36. Feedback was gathered at a formal session in spring, 1991. The curriculum guides are being revised on the basis of this feedback. Piloting will continue in fall, 1991.

Development of the information processing and entrepreneurship curricula began. Piloting of these courses will begin in the 1991-92 school year, following teacher orientation in May and June, 1991.

A second Business and Education Symposium was held in April, 1991. The symposium was sponsored by Saskatchewan Education and brought together educators and the business community to discuss their respective interests and concerns about the education system.

Health Education

Inservice training was offered in each education region on the new instructional units for the family life components of the grades 7, 8 and 9 program of study. Inservice training on *Responsibility and Leadership in the Fight Against AIDs* - the new secondary level AIDs unit - was available upon request.

Development began on Wellness 10 - an integrated health/physical education course for the grade 10 level. The course is designed to encourage students to pursue wellness as a lifelong behaviour pattern. Piloting will commence in 1991-92.

Support to Curriculum Processes

School Libraries

Workshops on resource-based teaching strategies were made available to the field on a cost-recovery basis. A number of school divisions utilized the service in 1990-91.

Two publications to support resource-based learning were completed during the year. *Organizing for Resource-Based Learning* and *Resource-Based Learning and the Common Essential Learnings* were produced by Saskatchewan Education in conjunction with the Saskatchewan School Library Association. In addition, Saskatchewan Education produced a videotape *Media and Minds: The Learning Resource Centre Connection*. The video is intended to support inservice training for administrators and teachers on planning for improved school library programs.

Locally Developed Courses

The needs of certain students may not be adequately met through provincially developed courses. When this occurs, locally developed or modified courses of study may be developed to complement the school program. These courses require provincial approval if students are to receive credit for them.

Saskatchewan Education assists individual schools by reviewing locally developed courses and either approving them or suggesting revisions to bring them in line with provincial standards. A wide range of such courses are currently approved for credit.

Policies and Procedures: Locally Developed and Modified Courses of Study has been in use since the 1989-90 school year to further the development and approval of these courses. This document is now being revised and combined with a similar document focusing on alternative education programs. In addition, a handbook to assist the process is also being designed and is scheduled for release in the 1991-92 school year.

Resource Centre

Saskatchewan Education's Resource Centre provides research and reference support to department staff, directors and superintendents of education. These services are also provided to the general public through the inter-library loan system.

In addition, the Resource Centre handles production and distribution of large print and braille books along with audiotapes to visually impaired students in Saskatchewan schools.

In 1990-91 the Resource Centre:

- processed 2,122 requests for information, including computer searches;
- processed 11,111 requests for professional materials and 793 requests for special materials;
- processed 1,702 inter-library loan requests;

- catalogued 1,435 professional titles and 595 special materials; and,
- produced 111 large print books.

School Telecasts

Educational programs were broadcast to students through the school telecast service for a total of 32 weeks during the 1990-91 school year. The programs aired for thirty minutes per day, five days per week during school hours.

This service is provided by Saskatchewan Education in cooperation with the Canadian Broadcasting Corporation (CBC) and CBC affiliates. The programs addressed topics such as language arts, mathematics, science, social studies, environmental studies, native studies and arts education.

The Saskatchewan Communications Network (SCN) began broadcasting on its public cable network on May 6, 1991. The time period from 2:30 to 3:30 p.m. each week day is devoted to kindergarten to grade 12 programming. Saskatchewan Education's Instructional Resources Branch coordinates evaluation of educational programming for these school telecasts.

Teacher guides to accompany many of the programs shown on CBC or SCN were made available for schools to purchase through the Saskatchewan Book Bureau. Arrangements were made for most of the programs to be available to schools through the Duplication Centre at Media House Productions.

Production Planning

Production of the video *Language for Living and Learning* was completed during the year. This is a 23 minute production about how children learn oral and written language systems from infancy through the school years. A viewer's guide supports the video.

Another project completed was *Saskatchewan Art Works: A Visual Resource for Kindergarten to Grade 8*. This is a bilingual kit containing 88 slides and a booklet about some of Saskatchewan's artists.

Another instructional resource developed was the *Métis Dances Kit*, a combination of music cassettes and a teacher handbook for kindergarten to grade 8. *Roots of Society*, a kit to support the new grade 9 social studies curriculum, was also completed.

Three videos were prepared to support inservice for the new grades 1 to 5 arts education curriculum. These were *Arts Education: The Dance Strand*, *Arts Education: Drama in Context*, and *Arts Education* (an awareness video). Additional resources distributed to schools in support of grades 1 to 5 arts education were the audio cassette *Musical Chairs* and the slide kit *Saskatchewan Art Works*.

The slide set *Visual Art Resource for Grades 9 and 10* was sent to schools to help support the new grade 9 arts education curriculum.

Materials Evaluation

Saskatchewan Education evaluates print learning resources, films, videotapes, computer courseware and other instructional materials to ensure their suitability for use in provincial schools.

Evaluation is done by department staff in conjunction with volunteer teachers, principals and school administrators who assist in field testing.

Priority areas in 1990-91 were grades 1 to 5 and grade 9 arts education, kindergarten to grade 6 science, middle level science, grades 10 to 12 science, kindergarten to grade 5 mathematics, grades 6 to 9 social studies, grade 10 social studies and history, and kindergarten to grade 5 and grades 7 to 12 English language arts. Additional areas included accounting, elementary keyboarding, work experience, cosmetology, commercial cooking, gender equity, Wellness 10 and instructional strategies.

During 1990-91 a total of 184 textbooks were reviewed for use in Saskatchewan schools. Evaluations were completed on 5,761 books, 365 filmstrips, kits, computer courseware kits and records along with 182 sixteen millimetre films and 1,392 videotapes.

Publications completed during the year were the *Arts Education Kindergarten to Grade 5 Preliminary List*, *English Language Arts Grade 6 to 9 Bibliography*, *English Language Arts Bibliography Grade 10 to 12*, *Science Elementary Bibliography*, *Science Grade 7 to 9 Preliminary List*, *Wellness Grade 10 Preliminary List*, *Keyboarding Elementary Bibliography*, *1990 Textbooks Circular* and *Mathematics Elementary Preliminary List*.

Curriculum and Instruction Initiatives

Instructional Approaches

Progress was made on development of a foundational document on teaching strategies and methods to support implementation of the Core Curriculum. *Instructional Approaches: A Framework for Professional Practice* is designed to help teachers refine their skills so that students can realize their full potential through Core. The document will also provide a basis for individual professional development.

Instructional Approaches is scheduled for completion in August, 1991 and will be distributed to schools for the 1991-92 school year.

Adaptive Dimension

A foundational document on the adaptive dimension was also under development during the year. It is scheduled for completion and distribution by January, 1992. *The Adaptive Dimension in Core Curriculum* is intended to support Core Curriculum implementation by helping teachers tailor instruction to the needs of individual students.

It does so by profiling the range of adaptations that need to be considered in order to provide appropriate learning opportunities for all students, from those requiring enriched programs to those in alternative education programs. The focus is on the teacher's professional judgment used first in assessing student needs, and then in making the necessary adjustments to the learning environment, curriculum and instructional approaches.

The document can also be used by school staffs in their professional development programs.

Gender Equity

The gender equity initiative was undertaken to promote change in curriculum and instructional practice that would bring about greater equity for all students. A Minister's Advisory Committee on Gender Equity was established to provide advice on policy development. The committee met for the fourth and final time in the fall of 1990 to complete its work.

The new gender equity policy was completed in March, 1991 and distributed to school board chairpersons and directors of education. A copy of the policy summary was also sent to every teacher in the province. *Gender Equity Policy and Guidelines for Implementation* is intended for use by educators to promote gender equity among kindergarten to grade 12 students in Saskatchewan schools.

Three additional support documents were prepared and sent to schools to support implementation of gender equity programs. *Gender Equity: A Framework for Planning* provides suggestions on how to implement programs. *Gender Equity: A Resource Directory* is a compendium of materials and organizations through which further information can be obtained. *Selecting Fair and Equitable Learning Materials* provides guidelines for evaluating learning materials with respect to stereotyping and bias.

Inservice training was provided for department staff. Workshops were held on gender equity issues in curriculum and instruction, and on the use of inclusionary (non-sexist) language.

Evaluation

Overview

The 1989 *Final Report of the Advisory Committee on Evaluation and Monitoring* outlined a comprehensive strategy for evaluation, monitoring and accountability in Saskatchewan schools. Continued progress was made in acting on the report's recommendations during the year. One of the measures taken was to consolidate responsibility for program and policy development on evaluation within one division - Saskatchewan Education's Evaluation and Student Records Division.

Teacher Handbook

Progress was made on development of a new resource book to assist teachers in evaluating student performance.

Student Evaluation: A Teacher Handbook was prepared under contract for Saskatchewan Education by the Saskatchewan Instructional Development and Research Unit (SIDRU) at the University of Regina.

A reference committee which included all the major education partners was consulted on a regular basis to ensure the resource book met the needs of educators. Saskatchewan Education's Evaluation and Student Records Division worked closely with curriculum writers to ensure that the handbook reflected current research on student assessment strategies, and that these strategies were consistently incorporated into all new curriculum guides.

The handbook was piloted in a number of Saskatchewan schools during the reporting year. It will be distributed to teachers in fall, 1991. Leadership training sessions along with inservice training are also scheduled for fall, 1991.

The handbook is also available in French.

Student Evaluation and Curriculum Development

Evaluation and Student Records Division personnel worked closely with curriculum writers to ensure that appropriate strategies for assessing student progress were incorporated into new curriculum guides. Assistance was also provided for the development and delivery of the evaluation inservice component for curriculum implementation workshops.

Additional support to curriculum development was provided through the presence of student evaluation consultants on subject specific curriculum advisory committees. Information about assessment strategies appropriate to identified learning objectives was made available, ensuring a consistent approach to evaluation in all curriculum documents.

Evaluation Inservice

Increasing requests were received from local school divisions for information on student evaluation. Inservice workshops were developed and conducted in response to these requests.

Parents' Guide to Student Evaluation

A copy of the booklet *Understanding Evaluation: A Parent Guide* was mailed to all parents who responded to a Minister's letter concerning initiatives in evaluation. The guide is the fifth in a series of booklets on parental involvement prepared by Saskatchewan Education. It is intended to involve parents in their children's education by increasing their understanding of student evaluation.

Curriculum Evaluation

A report on the new provincial curriculum evaluation program was completed and released during the year. *Curriculum Evaluation in Saskatchewan* was developed by the Curriculum Assessment Reference Committee in response to recommendations in the 1984 *Directions* and 1989 *Evaluation in Education* reports.

The program is intended to monitor the effectiveness of new provincial curricula. The data obtained will be used to assess and revise curricula on an ongoing basis.

All provincially developed curricula fall within the scope of the program. However, initial priority will be given to the Core Curriculum's required areas of study: language arts, mathematics, social studies, science, arts education, health education and physical education.

Curriculum evaluations will follow the curriculum implementation schedule and be conducted on a cyclical basis. The first evaluation will focus on kindergarten to grade 6 science and is scheduled for the spring of 1993.

Program Evaluation

The Saskatchewan School-Based Program Evaluation Project assists educators at the local level in planning and conducting program evaluations. Workshops were presented to schools and school divisions upon request during the year.

An additional seven teams participated in program evaluation projects during the reporting year, bringing the total number of teams now actively involved to 54.

Over the last four years the project has been used to conduct evaluations in areas such as technical-vocational education, peer counselling, French Immersion, elementary language arts and mathematics. It has also been used to assess special education program delivery, rural high school course offerings and gifted education programs.

School Achievement Indicators Program

Saskatchewan Education entered the School Achievement Indicators Program as part of the Council of Ministers of Education initiative to collect comparative data on the effectiveness of the Canadian education system.

Information collected under the program will assist provinces in assessing the effectiveness of their

programs. Data is being gathered on student involvement in provincial education systems and on student achievement levels in literacy and numeracy.

The initial School Achievement Indicator Program report will be released in 1993.

International Assessment of Mathematics and Science

Saskatchewan joined twenty-eight other provinces and countries participating in the 1991 International Assessment of Educational Progress (IAEP II) during the 1990-91 school year. The purpose of IAEP II is to collect and report information on a world-wide basis on the knowledge, understanding and skills of 9 and 13-year-old students in mathematics and science. Only 13-year-olds participated in Saskatchewan.

The assessment included a series of mathematics and science questions, a short test of geography knowledge and skills and a performance assessment in mathematics and science. There was also a brief questionnaire regarding student background and school experiences, and a brief questionnaire for principals regarding students and instructional programs in their schools.

The sample in Saskatchewan consisted of approximately 3,300 13-year-old students from English schools and all 13-year-old students in French (Francophone and Immersion) schools. About 700 of the sampled English-speaking students and all French schools were involved in the performance assessment.

Grade 12 Examinations

Saskatchewan Education administers examinations for grade 12 students instructed by non-accredited teachers. These examinations are written in January, June and August each year.

Traditional examinations were prepared for six subjects at the grade 12 level while machine-scored examinations were prepared for 12 subjects. A total of 23,385 papers were marked over the three sittings. Twenty-seven writing centres were provided in-province and 9 out-of-province to accommodate the examination process for the June sitting.

Grade 12 Department-Prepared Pilot Examinations

Progress was made in designing and piloting grade 12 examinations for the new chemistry, physics and biology curricula. The first pilot was conducted in January, 1991. The design and pilot process will continue in 1991-92. The new examinations should be ready for use by the 1992-93 school year.

Tables of specifications for the examinations were developed in conjunction with the science pilot teachers. Follow-up analysis of examination questions will contribute to development of an item bank for future use.

Student Record System

The new state-of-the-art student record system was fully operational for the 1990-91 school year. Registration of grade 10, 11 and 12 students was expanded to include grade 9 students for the first time.

The new system is expected to meet Saskatchewan Education's record keeping needs for the next 10 to 15 years. It is designed to produce accurate transcripts, improve the delivery of information, enable assessments of curricula and provide reliable data for planning and policy development purposes.

Out-of-Province Evaluations and Transcript Production

Documents of high school standing for out-of-province students are evaluated by Saskatchewan Education to determine Saskatchewan secondary level course and credit equivalencies.

Procedures and guidelines were developed to support a 1991 policy change that empowers principals to make transfer decisions concerning placement of Canadian transfer students. The Saskatchewan Credit Transfer Guide is being updated to reflect the change which will come into effect September 1, 1991.

In the past, final evaluation and placement was done by Saskatchewan Education. As of September 1, 1991 the department's role will be to help school officials at the local level with their evaluation of transfer documents from outside Saskatchewan.

A total of 1,580 students requested evaluations in 1990-91. An additional 295 students from recognized music schools and conservatories along with 168 students in Cadet Training were evaluated and granted standing.

A total of 50,306 transcripts of high school marks were issued to universities, post-secondary institutions and students upon request. In addition, Saskatchewan Education sends out complimentary transcripts to approximately 15,000 students in January and 25,000 in July of each school year.

Consultative services were provided to the public on high school requirements, admission

requirements to post-secondary institutions and equivalent standing granted by other provinces to Saskatchewan students.

Teacher Accreditation and Provincial Examinations

Work proceeded on the recommendations of the Accreditation and Provincial Examinations Review Committee's final report.

Revisions to the existing accreditation policy were made as recommended by the committee. In addition, a proposed accreditation renewal policy was drafted in conjunction with the Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association and the League of Educational Administrators, Directors and Superintendents. The policy will be finalized and implemented in fall, 1991.

A study guide and teacher guide for provincial examinations were developed to assist those preparing to write department examinations. These were distributed to all schools in the province.

An examination of the need for adjustments to the format of department examinations continued. The objective is to strike a balance between machine-scored and open-ended questions. In addition, policies on scaling of marks and floating of marks were reviewed to ensure equity and fairness for students.

University Education

Saskatchewan Education works with officials and educators in the university sector to promote high quality post-secondary education. The department develops policy, administers the university capital and operating grants programs and maintains ongoing liaison with the university community.

Highlights

- The new $92 million College of Agriculture Building at the University of Saskatchewan was completed and will receive its first students in September, 1991. The College offers some of the most modern agricultural laboratories and research facilities in Canada. The buildings which formerly housed agriculture will be put to other uses.
- The Language Training Institute at the University of Regina was completed and its programs, residence and laboratories will commence operation in summer, 1991. The Institute's Interim Council included members of the University, the Fransaskois community and the federal and provincial governments.
- More than 600 hours of university credit programming was made available to rural and northern residents through the Saskatchewan Communications Network and the regional colleges.

Overview

Saskatchewan's two universities offer a full range of post-secondary academic programs. The University of Regina in Regina and the University of Saskatchewan in Saskatoon together serve more than 23,000 full-time equivalent students annually.

Saskatchewan also has four federated colleges and six affiliated colleges which meet a variety of post-secondary education needs. These institutions operate independently from the two universities. However, the federated colleges are academically integrated with the universities and offer full-credit classes, primarily in the arts and sciences. The Saskatchewan Indian Federated College also offers a range of special programs tailored to the needs of people of aboriginal ancestry. The affiliated colleges concentrate on religious instruction, but also offer a limited number of university credit classes.

Enrolment

There were 23,499 full-time equivalent students enrolled in degree programs at Saskatchewan's universities in 1990-91, a slight increase from the previous year. The full-time equivalent figure includes full-time and part-time students on-campus as well as off-campus during the regular sessions. A growing number of students are also enrolled in intersession and summer classes as well as non-credit courses.

Funding

Operating grants to the two universities totalled $153,840,900 in 1990-91. A further $52,160,000 in capital grants was provided, bringing total university funding to $206,000,900.

In addition, the federated and affiliated colleges received $5,398,411 in operating grants for 1990-91.

Advanced Education Enhancement Fund

The Advanced Education Enhancement Fund (AEEF) provides financial support to accessibility and distance education initiatives. The objective is to help maintain top quality programs in the arts and sciences, professional fields and skill training at Saskatchewan's universities, technical institutes and regional colleges.

The two universities and their federated colleges received $8.5 million from AEEF in 1990-91, over and above their regular operating and capital grants.

AEEF funding allowed the regional colleges to significantly expand their university class offerings. The University of Regina offered 62 classes through the colleges, and the University of Saskatchewan 66 classes.

Skill Training

Saskatchewan Education works with the Saskatchewan Institute of Applied Science and Technology, the regional colleges and the private sector to provide Saskatchewan adults with a wide range of skill training opportunities. The objective is to enable adult students of all ages and abilities to fully participate in the labour market, and in the economic and social development of the province.

Highlights

- More than 44,912 full-time, part-time and extension students enrolled in skill training programs through the Saskatchewan Institute of Applied Science and Technology.
- A unique pilot project was undertaken to upgrade carpenters in the Creighton area; unique in that it involved translation of a skill training program into Cree.
- More than 133,000 training days were provided to 1,905 participants in 65 locations through the Saskatchewan Skills Extension Program.
- Revisions to *The Private Vocational Schools Regulations* came into force for the 1990-91 school year.
- Negotiations began for a new Canada-Saskatchewan Labour Force Development Agreement.
- A Saskatchewan-Jilin Fourth Plan of Action was signed between Jilin Province in the People's Republic of China and the Province of Saskatchewan.

Saskatchewan Institute of Applied Science and Technology

Overview

The Saskatchewan Institute of Applied Science and Technology (SIAST) is the major vehicle for delivering technical vocational skill training programs in Saskatchewan. Through its campuses in Regina, Saskatoon, Prince Albert and Moose Jaw, SIAST offers a full complement of skill training courses along with adult basic education and some university credit courses. There were 11,322 full-time students along with 33,590 part-time and extension students registered in SIAST courses in 1990-91.

Saskatchewan Education works with SIAST to ensure effective implementation of provincial skill training programs, and administers the provisions of *The Institute Act*.

The department also performs a liaison role by coordinating all international skill training and other post-secondary activities, including implementation of education and training exchanges with the Province of Jilin in the People's Republic of China.

The Saskatchewan-Jilin Friendship Agreement - Fourth Plan of Action, 1991-92 was signed on February 27, 1991. Included in the plan are exchanges of scholars, trainers and other specialists, lectureship and institutional twinnings. Provision is also made for technical/vocational and distance education initiatives, development of language and cultural training centres and the establishment of school linkages at the kindergarten to grade 12 level.

Board of Directors

SIAST is managed by a board of directors responsible to the Minister of Education. The board is responsible for managing the overall operation of the institute including programs, budget and personnel.

The terms of appointment of four members expired during the year, including that of Chairperson Merv Houghton.

Board members as of June 30, 1991 were William J. Coulthard (Regina), Bonnie Daunt (Yorkton), Ed Douglas (Weyburn), Ian Gray (Prince Albert), Gordon Hamilton (Regina), Timothy Martin (Saskatoon), Walter Neufeld (Morse), Jacob Pete (Saskatoon), Joanne Phillips (Moose Jaw), Erhard Poggemiller (Wilkie), Darlene Ryan (Saskatoon), Kenneth Stevenson (Saskatoon) and Robert Wilson (Saskatoon).

R. A. (Bob) Lacoursiere of Saskatoon was appointed in May, 1991 to serve as chairperson of the board.

Programs

In conjunction with Saskatchewan's regional colleges and the universities, SIAST provides skill training and other forms of adult education throughout the province.

The institute offers:

- certificate, diploma and credit courses in sciences, trades and technology programs;
- apprenticeship training;
- custom-developed programs for industry;
- career counselling;
- adult basic education;
- brokered university credit programs (in Moose Jaw and Prince Albert); and,
- expanded alumni services, including retraining and upgrading.

Further information on institute programs and activities is contained in the 1990-91 SIAST Annual Report.

Apprenticeship and Trade Certification

Overview

Saskatchewan Education is responsible for ensuring that Saskatchewan's apprentices, journeypersons and tradespersons are equipped with the necessary skills, knowledge and attitudes to function effectively in the workplace. To accomplish this end, the department:

- develops, administers and promotes the Apprenticeship and Trade Certification Program;
- provides counselling and consultative services to apprentices, journeypersons, tradespersons and employers at the job site and in the training centres;
- liaises with industry, training institutions, various trade organizations and other government departments to maintain effective and efficient programs and services;
- participates in the development and implementation of the Interprovincial Standards "Red Seal" Program;
- develops, implements and administers the provincial upgrading program;
- establishes and develops standards, curricula and examinations for journeyperson certification;
- assists industry in developing their presentations for designations of new trades; and,
- fulfills the province's responsibilities relating to industrial training programs funded under the Canadian Jobs Strategy Program.

New Trade Designations

Regulations were approved for five newly designated trades in 1990-91: partsperson, aircraft maintenance engineer technician, ironworker (reinforcing rebar), ironworker (structural) and ironworker (fabrication). This was done as a result of presentations made by industry to the Provincial Apprenticeship Board.

In addition, subtrades were designated for boom truck operator "A", boom truck operator "B" and motor vehicle body refinisher. Trade advisory boards will be established for each new trade to assist in developing and revising regulations, curricula, examinations and standards.

Funding for Technical Training

The apprenticeship training program is jointly funded by the federal and provincial governments. This funding includes the sharing of costs directly related to technical training. While attending such training, apprentices normally receive a combination of unemployment insurance benefits and training allowances from Employment and Immigration Canada.

The federal contribution for technical training has been constant at $4.36 million per year since 1986-87. As a result the provincial contribution has

increased due to rising training costs, growing demand for training and an increase in the number of designated trades.

Apprenticeship Program Equity Initiatives

A pilot Carpenter Trade Apprenticeship Program for aboriginal people was implemented in the Meadow Lake area during the year. This is a joint project of Saskatchewan Education, the Meadow Lake Tribal Council and SIAST.

A pilot project was undertaken to upgrade carpenters in the Creighton area. The project is unique in that it involves translation of a skill training program into Cree.

An internal Equity Awareness Program was undertaken to acquaint department staff with relevant equity issues through the use of guest speakers and seminars. As part of this undertaking, gender-specific wording is being removed from all printed materials.

Apprenticeship Exchange Program

Work continued on standardization of curricula and training within western Canada. Initiatives included cooperation between the western provinces in training each others apprentices when local facilities are not available.

Opportunities were expanded for Saskatchewan employers and employees wanting apprenticeship training in trades not designated in this province. Landscape gardeners, electric motor rewind mechanics, cabinetmakers, bakers and water well drillers have all benefited from this program.

Bi-Provincial Upgrader

A coordinated effort on the part of Saskatchewan Education, the Department of Human Resources, Labour and Employment, the Province of Alberta, Employment and Immigration Canada and Husky Oil resulted in considerable training activity at the Bi-Provincial Upgrader Project in Lloydminster during the year.

Updating training for existing journeypersons was held in the areas of fireproofing, rigging and scaffold building.

Extensive upgrading training was provided for individuals who are not journeypersons but who qualify to write the journeyperson examination. In particular, people working in the carpenter, welder, crane and hoist operator and cement finisher trades benefited. This training assisted them in securing employment at the upgrader site.

A local office of Saskatchewan Education in Lloydminster helped to serve the training needs of this project.

Curriculum and Examination Development

Saskatchewan Education participates in the development and implementation of the Interprovincial Standards "Red Seal" Program, and chaired the Interprovincial Standards Examination Committee until the end of 1990.

Saskatchewan Education continued to work in conjunction with industry, SIAST and private vocational schools on the development and updating of apprenticeship curricula and examinations.

The development of a common core for basic skills in the four mechanical trades continued in conjunction with SIAST and industry. Work continued on an interprovincial standards examination for the bricklayer trade.

Industrial Training

Saskatchewan Education is responsible for the attestation and monitoring of training contracts developed under the Canadian Jobs Strategy (CJS) Program. CJS is administered by the Canada Employment and Immigration Commission. The Skill Shortages, Skill Investment, Job Development and Job Entry/Re-Entry programs fall under the purview of CJS.

Program Coordination

Saskatchewan Education attempts to maximize employment opportunities for Saskatchewan adults, meet labour market needs and improve access to the workforce by planning, coordinating and managing provincial training activity.

The department administers training-related funding under the Vocational Rehabilitation of Disabled Persons Agreement, the Non-Status Indian and Métis Program, the Saskatchewan Skills Development Program and the Saskatchewan Skills Extension Program. In addition, the department negotiates and administers the Canada/Saskatchewan Training Agreement, the basis for Canadian Jobs Strategy funding of training in Saskatchewan.

Saskatchewan Education also regulates the operation of private vocational schools in the province through the provisions of *The Private Vocational Schools Regulation Act and Regulations*.

Provincial Training Plan

A provincial training plan is developed annually through a joint federal-provincial planning process.

Under the process regional colleges, SIAST campuses and local Canada Employment Centre offices of the Canada Employment and Immigration Commission work with Saskatchewan Social Services, Saskatchewan Human Resources, Labour and Employment, aboriginal organizations, local agencies and interest groups to develop regional profiles. These profiles reflect training priorities on a regional level and are amalgamated to form the provincial training plan.

Saskatchewan Skills Development Program

The objective of the Saskatchewan Skills Development Program (SSDP) is to provide academic and skill training opportunities for social assistance recipients classified as employable.

The program provides academic upgrading, community-based skill training and institute-related training. Many SSDP students have participated in the work experience component of the program. For others, the completion of grade 12 through upgrading, General Educational Development (GED) or departmental academic examinations has led to further education at the technical institute and university levels.

SSDP is jointly operated by Saskatchewan Education and Saskatchewan Social Services. Total SSDP expenditures were $6,036,393 in 1990-91.

Saskatchewan Skills Extension Program

The Saskatchewan Skills Extension Program (SSEP) provides access to certain skill training programs for people in rural, northern and small urban centres, and also addresses local labour market needs. SSEP allows students to be trained in or near their home communities, avoiding the cost of a move to a major urban centre.

The Regional Training Profile is used to identify training needs in a given region, based on present and future employment opportunities in Saskatchewan. The profile is developed by the regional colleges in conjunction with other agencies and interest groups.

A training agreement is then jointly developed by each regional college and SIAST to enable a suitable training program to be delivered through the college. SIAST determines program standards, monitors program quality and provides certification to graduates.

SSEP funds and coordinates the off-campus programs. Fees for SSEP-sponsored courses are at the same level as those for courses offered on-campus at SIAST.

One hundred sixty-five programs were delivered through SSEP in 65 locations throughout the province in 1990-91. Through these programs, 133,147 training days were provided to 1,905 participants. Total expenditures in 1990-91 were $4,685,300.

Adult Basic Education

Adult Basic Education (ABE) is a provincial program designed for adults in the development of pre-vocational, academic and/or living skills. Under the mandate of Saskatchewan Education, ABE is delivered through the regional colleges and SIAST.

The department provides funding for the program as well as policy, procedures and administration. ABE includes four main areas: Literacy, Adult 1-12 Academic Studies, English as a Second Language and Personal Development/Vocational Preparation. Certification is provided for the adult 10, 11 and 12 levels based on standardized provincial curricula.

Curriculum revision undertaken since 1987 has included the incorporation of Saskatchewan Education's common essential learnings. Revised curricula for Science 5-10 and Mathematics 1-10 were implemented in fall, 1990. The revised Communications 1-10 curriculum will be piloted in 1991-92.

A review of ABE programs and practices was conducted in 1990. As a result of the review, the department will lead a consultation process in 1992 to address issues surrounding the provision of literacy, ABE and upgrading services. The regional colleges, SIAST and funding agencies will all be involved in this process.

General Educational Development (GED) Testing Services

The GED Testing Program enables adults who have not completed school to obtain a high school equivalency certificate by successfully completing five general ability tests. The tests cover reading skills, writing skills, mathematics, social studies and science.

The program recognizes that many adults who have not completed high school may have acquired,

through years of experience, an educational maturity equal to or above the level of a high school graduate. GED enables them to obtain grade 12 standing so that the lack of a high school diploma does not impede them from furthering their education or advancing their careers.

A total of 2,725 Saskatchewan adults took GED tests in 1990-91. Of this total, 1,629 obtained grade 12 equivalency certificates.

GED certificates are recognized by eight provinces and two territories in Canada, and by all the United States of America and its territories. More than 700,000 North Americans take the tests each year, including 21,000 Canadians.

GED tests include the requirement of a written essay. A team of essay readers is given special training to ensure that grading in Canada and the United States is done in a consistent manner.

GED student records are available within Saskatchewan Education's Training Plans and College Liaison Branch.

Private Vocational Schools

Saskatchewan Education registers and supervises private vocational schools under *The Private Vocational Schools Regulation Act* and *The Private Vocational Schools Regulations*.

Fifty-five schools were registered under the Act in 1990 with a total enrolment of approximately 4,800.

Private vocational schools provide training in a wide range of areas including business education, cosmetology, commercial pilot training, fashion design, shoe repair technology, radio and television broadcasting and professional musicianship.

Revisions to *The Private Vocational Schools Regulations* were enacted in 1990. Changes included an increased registration fee and increased security bond requirements. Also required is the submission of statistics on student academic standing upon program entry, enrolments by program and completion dates. In addition, school financial statements must now be submitted on an annual basis.

In February, 1991 a Private Vocational Schools Unit was established within Saskatchewan Education to provide increased departmental support for school operators and students. The new unit is responsible for development of policies and procedures, enhanced on-site visitations of private vocational schools and program and course reviews.

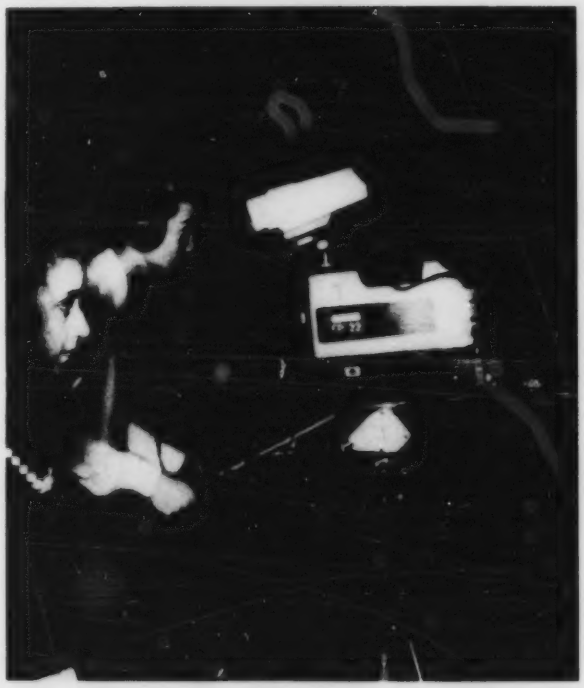
A review of private vocational schools is being conducted and is scheduled for completion in fall, 1991. The review will be used to help chart the future direction of private vocational education in Saskatchewan.

Canada-Saskatchewan Training Agreement

In November, 1987 the Province of Saskatchewan entered into a three-year training agreement with the Government of Canada under the federal Canadian Jobs Strategy (CJS). The agreement was subsequently extended to March, 1991. Saskatchewan Education in conjunction with the Canada Employment and Immigration Commission (CEIC) administers the agreement.

Under the CJS agreement, all Saskatchewan training institutions and employers are free to negotiate directly with CEIC Canada Employment Centres for funding to provide training. This enables the demand for skilled workers to be matched with the supply.

Negotiations began on a new Canada-Saskatchewan Labour Force Development Agreement to replace the CJS agreement which expired March 31, 1991.



Regional Colleges

Regional colleges provide rural Saskatchewan adults with access to post-secondary education programs and services in or near their home communities. Ten colleges along with twenty-eight sub-offices serve the needs of students all over rural Saskatchewan.

Overview

The regional colleges offer a range of university and SIAST credit programs, Adult Basic Education, General Education Development (GED), life skills and English language training. They also provide career counselling along with non-credit community and individual development courses. There were 26,859 adults registered with the colleges in 1990-91.

Each regional college is managed by a resident board of appointed trustees. Regional college boards determine policy, set priorities and administer college affairs. Volunteers from the communities and existing community facilities and resources are used extensively.

Regional College System

Ten regional colleges with twenty-eight sub-offices further the goal of bringing learning opportunities closer to Saskatchewan residents.

The regional college system is as follows:

- Carlton Trail Regional College headquartered in Humboldt, with sub-offices in Davidson, Semans, Watrous and Wynyard;
- Cumberland Regional College headquartered in Nipawin, with sub-offices in Melfort and Tisdale;
- Cypress Hills Regional College headquartered in Swift Current, with sub-offices in Shaunavon, Maple Creek and Gravelbourg;
- Lakeland College, an interprovincial college headquartered in Lloydminster, with a sub-office in Maidstone;
- Northlands College headquartered in La Ronge, with sub-offices in Beauval, Creighton and Buffalo Narrows;
- North West Regional College headquartered in North Battleford, with sub-offices in Unity, Meadow Lake, Shellbrook and St. Walburg;
- Parkland Regional College headquartered in Melville, with sub-offices in Canora, Esterhazy and Yorkton;
- Prairie West Regional College headquartered in Biggar, with sub-offices in Kindersley, Rosetown, Outlook and Warman;
- Southeast Regional College headquartered in Weyburn, with sub-offices in Assiniboia, Estevan, Indian Head and Whitewood; and,
- Saskatchewan Indian Community College (SICC) which serves status Indians on reserves and federal crown lands. SICC is funded solely by the federal government.

Each college prepares its own annual report along with a calendar of programs that are available. Further information can be obtained by contacting the colleges directly.

Funding

Saskatchewan Education provides funding to regional colleges for specific programs such as the Non-Status Indian and Métis Program, the Saskatchewan Skills Extension Program, the Saskatchewan Skills Development Program, the Vocational Rehabilitation of Disabled Persons Agreement, the Northern Training Program and literacy. A total of $10,370,150 was provided for these targeted programs in 1990-91.

Regional colleges were also provided with $5,994,441 in base funding for the reporting year.

An allocation of $2.3 million from the Advanced Education Enhancement Fund (AEEF) was made available to the colleges in 1990-91. Priorities for programming with AEEF funding were first and second year university arts and science programs and other credit programs. This was consistent with AEEF's objective of supporting accessibility and distance education initiatives in these areas.

Support Services

Saskatchewan Education works with the colleges to ensure effective implementation of programs and services.

The department also administers *The Regional Colleges Act* and *Regulations*. This legislation requires an annual budget and program review, which provides an opportunity for each college to examine provincial and regional priorities.

Special Education

While everyone has the ability to learn, not everyone learns at the same pace or in the same environment. For this reason, Saskatchewan Education provides special education programs for students with various disabilities and for those with above average learning ability to help them realize their full potential.

Highlights

- The preliminary report of the Advisory Committee on Deaf Education was completed, offering recommended alternatives on ways to meet the needs of Saskatchewan's deaf and hard of hearing students.
- The new SEINeS Network (Special Education Information Network for Saskatchewan) was introduced, providing a state-of-the-art support service to educators and parents of children with special learning needs.
- A new ACCESS Centre (Assistance, Collaboration, Consultation, Evaluation and Support Services) was opened, offering a wide range of support services to teachers of special education students.

Kindergarten to Grade 12 Education

Overview

All children are unique, and their various individual differences are part of what makes them unique. Saskatchewan Education monitors programs and provides funding to ensure that the educational needs of children with disabilities and with superior abilities are met.

In 1971 Saskatchewan became the first province in Canada to require that children with disabilities be served by local boards of education. This requirement is now contained in *The Education Act*. Other sections of the Act and accompanying regulations provide a framework for educating children with disabilities and gifted children.

Within this framework Saskatchewan Education provides funding, consultative services, coordination and program development for local school divisions. The department also maintains ongoing liaison with other government departments, agencies and organizations to keep abreast of new developments in a rapidly changing field.

Funding

Saskatchewan Education provides Designated Disabled Pupil Funding and Special Needs Program Funding to assist school boards in meeting the cost of special education programs.

Designated Disabled Pupil Funding (DDPF) supports students identified as visually impaired, hearing impaired, trainable mentally retarded, orthopaedically disabled, chronically health impaired or severely multiply disabled.

Two levels of funding are available through DDPF depending upon the severity of the disability. The level of program provision also reflects the severity of the disability.

Special Needs Program Funding (SNPF) is for programs and services supporting pupils who are learning disabled or emotionally disturbed, low ability (educable mentally handicapped and slow learners), gifted learners and those with speech or language problems. This funding supports a full time equivalent special education staff member for every 200 pupils in the school population.

Support Services

Consultation

Consultative services were offered to school divisions through Saskatchewan Education's provincial consultants, and through teams of teacher consultants seconded for particular projects. These services were offered in the areas of gifted learner education, visual disabilities, hearing disabilities and severe multiple disabilities. *Meeting Challenging Needs*, Saskatchewan Education's handbook for teachers, was used as a guide in dealing with children with severe mental and multiple disabilities.

Special education regional coordinators were available for consultation on an ongoing basis in all of Saskatchewan Education's regional offices. They also served in a coordinating capacity, arranging for the involvement of consultants and consulting teachers in individual schools and programs.

SEINeS Network

SEINeS (Special Education Information Network for Saskatchewan) was established in March, 1990 to assist educators and parents of children with special needs. The SEINeS Network currently provides support services in the areas of electronic conferencing, resource and support articles and teaching support materials.

Electronic conferencing permits two-way communication using personal computers and the telephone system. This gives participants access to messages electronically posted by others, and allows them to send messages of their own.

Conferences can be conducted over wide geographic areas through SEINeS, allowing the greatest possible access to information at the lowest possible cost. Conference discussions can be focused on a specific theme or themes, allowing users easy access to their areas of interest.

SEINeS provides access to resource and support materials in two ways. First, SEINeS is connected to the *Closing the Gap* database from Henderson, Minnesota which provides a wealth of information on special education, particularly applications of technology to learners with special needs. Second, SEINeS provides access to Saskatchewan Education's growing database, one that relates more directly to provincial student needs.

ACCESS Centre for Special Education

ACCESS (Assistance, Collaboration, Consultation, Evaluation and Support Services in special education) commenced operation during the 1990-91 school year.

The centre offers consultative services and inservice training for teachers of gifted and visually disabled students as well as those who are learning disabled, hearing impaired, multiply handicapped or autistic. It also provides assistance with collaborative planning and evaluation. These support services are available to teachers through the central and regional offices of Saskatchewan Education's Special Education Branch.

Deaf Education

Assessment Clinic

Saskatchewan Education's Psychoeducational Assessment Clinic (PEAC) continued to provide an assessment and program planning service for children with hearing disabilities. PEAC services were delivered by a consultant, an educational psychologist and an itinerant teacher with support staff in Regina and Saskatoon.

Along with standard consultation services, inservice activities were also conducted by PEAC. The annual workshop was held for school personnel serving preschool children with hearing impairments. PEAC staff were available for consultative purposes to any school division serving a deaf or hard of hearing child.

R. J. D. Williams Provincial School for the Deaf

The 1990-91 school year marked the final year of operation for the R. J. D. Williams Provincial School for the Deaf. The school ceased to operate on June 30, 1991, having provided kindergarten to grade 12 programming for 3 to 21-year-old deaf or deaf-blind students since 1932.

Of the 35 students enrolled in the school in 1990-91, nine were under the jurisdiction of the Federal Department of Indian Affairs and 26 were a provincial responsibility. Nine students were in the deaf-blind program which transferred in September, 1990 to the Saskatoon public school system leaving only 17 students requiring alternate programming.

Operation of the school was no longer viable due to a continuing decline in enrolment. The number of students dropped from more than 200 in the 1960s to approximately 100 during the 1970s, and finally to thirty-five in 1990-91. The impending closure of the school was announced in June, 1990.

Closure of the school marks the end of an era for deaf education. In Saskatchewan and the rest of Canada, the trend is away from segregating special needs students in designated facilities and towards integration into mainstream programs. This trend effectively means the end of the institutional approach to special education. In 1990-91 more than 85% of Saskatchewan's students with hearing impairments were educated in mainstream programs at schools in their local communities.

Nine deaf/blind students formerly attending the School for the Deaf received their education at

mainstream Saskatoon schools in 1990-91. The students attended Hugh Cairns School and Aden Bowman Collegiate in Saskatoon, while their residential needs were met by three group homes under the administration of the Canadian Deaf/ Blind Rubella Association.

Saskatchewan Education staff met with the parents of all remaining students at the School for the Deaf during the year to identify the best way of meeting the students' future needs. Options under consideration included an out-of-province residential school for the deaf, group learning settings for Saskatoon and northern Saskatchewan and a provincial resource/cultural centre to support students with hearing impairments. The Advisory Committee on Deaf Education played a lead role in assessing alternatives.

Advisory Committee On Deaf Education

The Advisory Committee on Deaf Education was established in January, 1990 to provide advice to the Minister on all policies and programs for deaf education. All major stakeholders in deaf education were represented on the committee including teachers, professional groups and parents of hearing impaired students. Over one third of the committee members are themselves hearing impaired.

The committee presented a *Preliminary Report on Deaf Education* to the Minister in February, 1991. The committee recommended establishment of a congregated program in Saskatoon to accommodate the School for the Deaf students. It also recommended that School for the Deaf students who wish to continue in a segregated deaf education program be ensured the option of out-of-province education. The committee called for establishment of a Saskatoon-based resource centre, operated by Saskatchewan Education, to enhance educational services for people with hearing impairments throughout the province, and also recommended a re-examination of funding for deaf education programs in Saskatchewan.

It is expected the committee's final report will be available early in the 1991-92 school year.

Adult Education

Vocational Rehabilitation of Disabled Persons

The Vocational Rehabilitation of Disabled Persons (VRDP) Agreement is a federal-provincial cost-shared agreement that provides financial assistance for training/education programs to adults with disabilities.

Saskatchewan Education administers the training-related costs for trainees approved by the VRDP Training and Selection Committee. A total of 970 applications for training/education programs were approved in 1990-91, compared to 846 in 1989-90.

For the fourth year, VRDP funding was provided for academic upgrading programs at the Kelsey and Wascana campuses of SIAST. These programs are provided for adults with hearing impairments to help prepare them for post-secondary education. The program will be funded again in the coming year.

The Community Based Career Skill Development Program was initiated in 1988 to help adults with disabilities acquire the necessary skills for competitive employment. The program was offered at Cypress Hills Regional College in 1990-91, and will be offered at Northlands College in 1991-92.

For the third year, VRDP funded a program at the University of Saskatchewan aimed at preparing students with disabilities for post-secondary studies. Funding assistance will be offered again in the 1991-92 school year.

Adult Special Education Committee

The Provincial Working Committee on Adult Special Education was established in 1988 to review programs and services for adults with special education needs and recommend how they could be improved. The review process included receiving submissions from groups and individuals with an interest in adult special education programs. Groups represented on the committee included the universities, SIAST and the regional colleges along with Saskatchewan Education's Special Education Branch.

The *Access and Abilities Report of the Provincial Working Committee on Adult Special Education* was completed in September, 1990. The report contained 28 recommendations directed at the department, post-secondary institutions and libraries, and also called for cooperation in planning and coordinating the delivery of special education services to adults.

Saskatchewan Education responded to the report by establishing the Adult Special Education Branch in April, 1991. The new branch was made responsible for working towards implementation of the committee's recommendations.

Indian and Métis Education

Saskatchewan Education offers a full range of Indian and Métis education programs. These include incentives to local school divisions for program development sensitive to Indian and Métis needs, a curriculum development program designed to integrate Indian and Métis content and perspectives into the Core Curriculum, teacher training programs, skill training and academic upgrading.

Highlights

- Fourteen schools participated in the first year of piloting for the Indian and Métis Education Staff Development Program.
- Fourteen school divisions carried out Indian and Métis Education Development (IMED) programs.
- Native Studies 10 was implemented in all schools wishing to offer the course.
- Saskatchewan Education's Community Education Branch was renamed the Indian and Métis Education Branch to more closely reflect branch initiatives.

Kindergarten to Grade 12 Education

Education Policy

The *Indian and Métis Education Policy from Kindergarten to Grade 12* was adopted in 1989. The policy provides a long-term, comprehensive framework for the development of Saskatchewan Education progams for and about Indian and Métis peoples.

The policy addresses:

- Indian and Métis participation in the education system;
- curriculum and instructional resources;
- special needs;
- teacher and administrator pre-service and inservice;
- research and evaluation; and,
- liaison and coordination with other education agencies.

The Indian and Métis Education Advisory Committee is currently reviewing and updating *A Five Year Action Plan for Native Curriculum Development* (1984).

It is expected the review will reaffirm and elaborate upon guidelines and principles that have been developed for Indian and Métis education. There will also be increased emphasis on measuring outcomes of the various curriculum and program initiatives now underway to determine if the desired objectives are being attained. The review is scheduled for completion in the coming year.

Curriculum Development

The development of Core Curriculum continued to provide opportunities for significant integration of Indian and Métis content and perspectives.

Development of the elementary arts education curriculum was completed. The general subject area is very compatible with content drawn from Indian and Métis cultures. A *Métis Dances Kit* has been developed to support the dance strand of this course. Work continued on development of a second support kit, *Let's Dance: Indian Social and Cultural Dances*.

Development of grade 9 social studies was also completed. Unit 4, *Culture*, examines Indian peoples and cultures from approximately 1300 A.D. to 1800 A.D.

Significant progress was made in integrating Indian and Métis content and perspectives into other courses under development. These included elementary language arts, grades 4-6 and 9-11 social studies, Wellness 10 and grades 7-10 science.

Native Studies 10 was implemented in fall, 1990. The curriculum guide and bibliography were distributed to all secondary level schools, while the student and teacher *Resource Guides* were made available through the Book Bureau.

Native Studies 10 is a general survey course that deals with the social structures of Indian, Métis and Inuit people in Saskatchewan and Canada. Approximately 760 students in 44 provincial and Indian Band schools registered in the course.

Native Studies 20 will be offered as an extended pilot/implementation in 1991-92 with the curriculum documents being finalized for the 1992-93 school year. The course deals with international concerns facing Indigenous people. The 1990-91 curriculum pilot involved 300 students in 19 provincial and Indian Band schools.

Preliminary work commenced on the development of a topical scope and sequence for Native Studies 30, in preparation for course development and a 1992-93 pilot. The course will examine contemporary issues of importance to Canada's aboriginal peoples.

A grades 4-6 Indian Languages curriculum was developed under contract by Northern Lights School Division for pilot in 1991-92. Currently about 3,400 students study an Indian language in Saskatchewan schools.

All native studies courses currently satisfy the secondary level social studies and Canadian studies requirements.

Indian and Métis Education Development Program

The Indian and Métis Education Development Program (IMED) provides incentive grants to school divisions for use in developing, implementing and maintaining Indian and Métis educational programming.

IMED program objectives include improving student attendance and retention rates, increasing parent and community involvement, improving the level of student achievement and expanding employment opportunities for Indian and Métis peoples within the school system.

Fourteen school divisions participated in IMED programs in 1990-91. Grants were approved for the Balcarres, Broadview, Creighton, Cupar, Grenfell, Ile-a-la-Crosse, Indian Head, Meadow Lake, North Battleford, Northern Lakes, Northern Lights, Regina East, Saskatchewan Valley and Wadena school divisions.

Staff Development Program

Fourteen schools participated in the first year pilot of the Indian and Métis Education Staff Development Program which began in fall, 1990.

Under this program, Saskatchewan Education staff work with local school teams at the community level in a collaborative approach to Indian and Métis education. The program replaces the Indian and Métis Awareness Workshops Phase I and II.

Community Schools

Saskatchewan Education supports the operation of 19 community schools in conjunction with public and separate school divisions. Eight of these schools are in Regina, 6 in Saskatoon and 5 in Prince Albert.

A primary objective of the community school program is to improve Indian and Métis student achievement by actively involving parents and other community residents in school planning and policy making. The program draws upon community resources to enhance classroom activities.

More than 5,000 students are currently enrolled in community schools. Approximately 50% are of Indian and Métis ancestry. Attendance rates for Indian and Métis students in community schools have increased steadily since the program began in 1980.

Joe Duquette High School

Joe Duquette High School in Saskatoon serves Indian and Métis students who have dropped out of, or are having difficulty in, the regular school system. The school offers standard academic programs, but with increased emphasis on Indian and Métis heritage, cultures and values.

The school is jointly operated by the Saskatoon Roman Catholic Separate School Board and a council made up of parents of students at the school. Saskatchewan Education funds the operation of the school and provides consultative services as required.

The school offers senior matriculation for grades 10-12, with grade 9 being the transition year from basic upgrading courses.

One hundred fifty-one students were enrolled in 1990-91. Enrolment has increased steadily since the school was established in 1980. Statistics show a marked improvement in overall student age-grade discrepancy.

Advisory Committee

The Indian and Métis Education Advisory Committee (IMEAC) provides advice to the Minister on programs of instruction for Indian and Métis students at the kindergarten to grade 12 level. IMEAC provides a means of involving the Indian and Métis community in the decision-making process for education programming, and soliciting their input to the development of courses of instruction.

Groups represented on the committee include the Saskatchewan Indian Federated College, the Gabriel Dumont Institute of Native Studies and Applied Research, the Saskatchewan Indian Cultural Centre, the Community Schools Association and the various Indian and Métis teacher education programs (SUNTEP, NORTEP, ITEP, INEP, SIFC). The Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association, the College of Education (University of Saskatchewan) and the League of Educational Administrators, Directors and Superintendents are also represented.

The committee's main priority in 1990-91 was an extensive review and update of *A Five Year Action Plan for Native Curriculum Development (1984).* The revised action plan is scheduled for completion in the coming year. Other priorities included providing advice on curriculum integration along with the development of native studies and Indian languages curriculum.

IMEAC's first annual report was published in December, 1990. *Developments in Indian and Métis Education* reviewed progress in areas such as curriculum development, materials evaluation, inservice training, community schools and Indian languages.

Adult Education

Saskatchewan Urban Native Teacher Education Program

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) leads to a Bachelor of Education degree. The program is jointly administered by Saskatchewan Education, the University of Regina, the University of Saskatchewan and the Gabriel Dumont Institute of Native Studies and Applied Research.

In addition to academic instruction, students learn from classroom experience and through access to curriculum and instructional materials at SUNTEP centres in Regina, Saskatoon and Prince Albert. Graduates are able to combine their professional expertise with intimate and practical knowledge of cultural and community values.

Since 1984, 186 students have graduated from the SUNTEP program. More than 70% of these graduates are currently teaching, while a further 16% are otherwise employed or continuing their education.

A six-year funding agreement ensures continued provincial funding for SUNTEP through to March 31, 1995. A total of $1,472,000 was made available for the program in 1990-91.

Northern Teacher Education Program

The Northern Teacher Education Program (NORTEP) is a four-year, off-campus program for northern residents which leads to a Bachelor of Education degree. NORTEP offers elementary, middle years and secondary teacher training.

The program is offered through a cooperative arrangement between the Northern Lights School Division, the University of Saskatchewan and the University of Regina. In 1990-91, Saskatchewan Education provided $1,411,450 to the program.

Since its inception in 1977, NORTEP has graduated 146 certified teachers. Approximately 90% of these graduates are now teaching, working in other education-related fields, or furthering their studies.

NORTEP also manages the Northern Professional Access Program (NORPAC). NORPAC enables students to receive first and second year university arts and science courses in the north by alternating periods of academic training with work placements.

Non-Status Indian and Métis Program

The Non-Status Indian and Métis (NSIM) Program provides a range of training opportunities for Non-Status Indians and Métis. This includes academic upgrading, pre-trades instruction, job readiness preparation, life skills and occupational orientation.

Under the program, funds are provided to regional colleges and SIAST campuses for direct course, administrative and program support costs. Individual students receive training allowances based on their class attendance.

In 1990-91 a total expenditure of $4,543,742 funded 907 applicants in the NSIM program. Continued emphasis was placed on local participation in planning by Métis and Non-Status Indians through Native Advisory Committees.

Native Services Division

The Native Services Division (NSD) is a division within the Saskatchewan Institute of Applied Science and Technology (SIAST). It operates through an agreement between SIAST and the Gabriel Dumont Institute, and is guided by a management board with representation from both organizations along with the Indian and Métis community.

The role of NSD is threefold:

- to ensure that the aboriginal communities of Saskatchewan are equitably represented in programs operated by SIAST;
- to train and graduate students of aboriginal ancestry as fully certified graduates of applied science and technology programs; and,
- to strengthen and enhance aboriginal culture, identity and community awareness.

Educational and training services available through NSD include counselling, preparatory and training programs, referral services and high school completion.

Gabriel Dumont Institute

The Gabriel Dumont Institute was established in 1980 to promote the renewal and development of Indian and Métis culture.

Saskatchewan Education assists the Institute through provision of an annual core grant. A total of $790,700 was provided in 1990-91.

The grant is used to conduct cultural and historical research, develop and operate a library and provide support to curriculum development. In addition, educational programs are developed to complement those in the provincial education system, and an annual conference is held.

French Education

Saskatchewan Education provides both francophone and non-francophone Saskatchewan residents with access to French education. This means offering non-francophones the widest possible range of learning options for French second-language instruction, and also ensuring that Saskatchewan francophones have access to education in the language of their choice.

Highlights

- Construction of the Language Training Institute at the University of Regina was completed. Its programs, residence and laboratories will commence operation in summer, 1991.
- Implementation of the new Core Curriculum continued, with a translated guide for grades 1 to 5 science completed and piloted in designated schools. This was the first curriculum guide incorporating key features of Core to be translated into French and introduced to schools.
- Work began on translating the Saskatchewan Resource Series, a series designed to enhance grades 7 to 10 science and social studies curricula.

Program Overview

Saskatchewan Education's Official Minority Language Office (OMLO) oversees the delivery of designated and Core French programs to Saskatchewan students.

Two types of designated programs are offered. In the Type A program French is the language of instruction for all courses except English. This program is best suited to the educational needs of francophones. In 1990-91 there were thirteen Saskatchewan schools offering Type A programs. Student enrolment was 1,400, a 3.7% increase from 1989-90.

In the Type B immersion/bilingual program more than half the total instruction is in French. Sixty-eight schools offered this program in 1990-91. Student enrolment increased to 10,454, a 4.3% rise from 1989-90.

Schools offering Core French programs use French as the language of instruction for approximately 30 minutes per day. A total of 110,262 students received this type of instruction in 1990-91, a 2.6% increase from 1989-90.

Curriculum and Instructional Resources Development

Implementation of the new Core Curriculum continued in 1990-91.

Significant progress was made in incorporating the common essential learnings, the adaptive dimension and gender equity guidelines into the new French curriculum guides.

The implementation plan in place for French education will allow OMLO to keep abreast with Saskatchewan Education's initiatives for English language schools.

Core Curriculum support for designated French schools continued through such initiatives as the adaptation and translation of video productions and documents, along with support for inservice training of teachers.

Translation of a curriculum guide for grades 1 to 5 science was completed, and the guide was piloted in designated schools. This was the first curriculum guide for the new Core Curriculum to be translated into French and introduced to schools.

Work began on translating the Saskatchewan Resource Series, a series designed to enhance science and social studies curricula for grades 7 to 10. The first translated unit on petroleum is scheduled for completion in December, 1991.

French Minority Education Services

Saskatchewan Education provides consultative services to Fransaskois communities on all French education matters.

In 1990-91 these services included the ongoing work of the advisory committee on French Minority Education and initiation of preparatory language classes for Fransaskois children (classes de francisation). Increased support was provided for development of curriculum and instructional resources.

Continued progress was made on establishment of curriculum advisory committees for French language arts and social studies. These committees will provide organizations interested in French education with an opportunity to become involved in the curriculum development process.

Ongoing liaison was maintained with Fransaskois organizations such as College Mathieu, Association culturelle franco-canadienne, Association provinciale des parents fransaskois, Association jeunesse fransaskoise and Eau Vive. Consultative services were provided to Saskatchewan's thirteen Fransaskois schools.

Federal-Provincial Programs

The 1990-91 federal-provincial bilateral agreement brought Saskatchewan a total of $6,166,981. These funds are provided by the federal government to assist the province in dealing with the additional costs incurred in delivering minority and second language instruction.

Federal financial support was provided under four categories in 1990-91.

Infrastructure Support

A total of $3,289,444 was provided to assist the delivery of ongoing programs and services. This was included in the grants to school boards for student formula maintenance and implementation grants.

Program Expansion and Development

A total of $1,952,475 was provided to expand existing programs as well as design, develop and implement new ones. Major activities in this area included curriculum development, upgrading of instructional resource centres in designated schools, resource material development by local school boards and the preparation of adult non-credit French language programs.

Teacher Training and Development

Federal support came to $325,305 in 1990-91. The French Language Teacher Bursary Program helped 174 teachers attend courses or workshops on French language education and teaching French as a second language.

Professional development activities for teachers included sessions on improving linguistic ability, curriculum implementation and evaluation, methodology and teaching strategies. These services are jointly provided by Saskatchewan Education, the two provincial universities and provincial school boards.

Student Support

Saskatchewan Education administers a variety of programs to help post-secondary students pursue their studies in either of Canada's official languages. Federal financial support for these programs came to $599,757 in 1990-91. Five different programs were offered, funded by the Secretary of State through the Council of Ministers of Education, Canada.

A total of eleven students participated in the monitor program for francophones, 28 in the second language monitor program and 23 in the full-time monitor program. Three hundred and ten students participated in the summer language bursary program, 349 in the fellowship program and 40 in the travel bursary program.

Ninety-six Saskatchewan students participated in a Saskatchewan-Quebec student exchange in 1990-91. This program is jointly administered by Saskatchewan Education and the Society for Educational Visits and Exchanges in Canada. An additional 132 students participated in a cultural contact program with the Province of Quebec.

In February, 1991 a further 20 Saskatchewan students participated in a student exchange program jointly administered by Saskatchewan Education, the Quebec Ministry of Education and the Quebec Department of Intergovernmental Affairs. Under the program, the grade 11 students spent three months in Quebec attending high school. The other half of the exchange consisted of 20 Quebec students attending Saskatchewan schools from September to December, 1990.

Federal-Provincial Agreement

The 1988 agreement between the Province of Saskatchewan and the Government of Canada is designed to improve French education in Saskatchewan as well as studies in other languages.

The joint agreement covers a ten year period from June, 1988 to March 31, 1998 with provision for extension. The Government of Canada committed $56 million towards implementation of the agreement over the first five years.

The agreement provided for establishment of a new Language Training Institute at the University of Regina and reconstruction of College Mathieu in Gravelbourg. It also enables improvements to French minority language education along with French second-language instruction and development of a means for management, control and funding of minority language schools.

Progress was made in several areas in 1990-91.

Language Training Institute

Construction of the new Language Training Institute at the University of Regina was completed. Its programs, residence and laboratories will commence operation in summer, 1991.

The institute will provide Saskatchewan francophones and those from other provinces with an opportunity to pursue post-secondary studies in their own language. In time, it can also become a Western Canadian centre for training in a variety of trade languages.

The Government of Canada contributed $17 million towards the cost of constructing the new institute, as specified in the 1988 agreement.

Management and Control of French Language Schools

The federal-provincial agreement provides a financial framework for bringing about management and control of French schools by francophone parents. Specifically, the agreement makes $26 million available over ten years for programming, recruitment of teachers and other related costs once a system agreeable to all parties is in place.

Alternate models of francophone governance were being developed at the end of the reporting year. A Fransaskois School Component Task Force is in place to oversee implementation, including drafting of the required legislation.

Northern Education

Saskatchewan Education works with business, industry, aboriginal groups, educational institutions and other government departments to plan and develop educational programs for the north. The goal is to provide opportunities for education and training that enable northerners to be competitive in the provincial labour market, help build a strong regional economy and pursue further education.

Highlights

- The first-ever awards were presented to northern Saskatchewan students under the new Northern Student Awards Program.
- Assistance was provided to the Northern Teacher Education Program which expanded teacher training for northerners to include middle years and secondary levels.
- Assistance was provided to the Northern Professional Access College (NORPAC) which offers university level education to northern residents.
- Four new human resource development agreements were signed with northern mining companies during the year, bringing to nine the total now in place. At the end of the reporting year, agreements were in place for all operating mines in the north and negotiations were underway with two potential mine operations.
- The Northern Education Review Committee assessed the progress made in addressing the concerns identified by the Northern Education Task Force. The review was used to help government and non-government agencies set programming and funding priorities for the 1991-92 fiscal year.
- The new Mistasinihk Place Resource Centre, an affiliate of the northern library system, commenced operation. The collection includes unique historical materials and contains multicultural and culturally relevant northern and aboriginal materials for use by teachers and the general public.
- A level-one carpentry apprenticeship pilot program was introduced in northwestern Saskatchewan with the cooperation of the Meadow Lake Tribal Council.

Overview

Saskatchewan Education provides leadership to business, industry, aboriginal groups, educational institutions and local communities in planning and coordinating education and training in northern Saskatchewan.

The department:

- helps school divisions and Indian Bands to improve the accessibility and quality of education available to northern children;
- helps training institutions prepare northerners to successfully adapt to rapid changes in technology, employment demand and the economy;
- works with training institutions to link employment-related training to the current and projected demands of the provincial labour market;
- assists northern business and industry to become more productive by making training available to their current and prospective work force; and,
- works with northern communities and groups representing stakeholders in education to promote lifelong learning opportunities, both inside and outside formal educational institutions.

Kindergarten to Grade 12 Education

Regional Office

The La Ronge regional office provided information on department policies, procedures and initiatives to teachers and administrators throughout the north during the year, and encouraged greater public participation in the northern school system. Ongoing support was provided to Indian Band and provincial schools regarding curriculum development. Support was also provided to implementation of initiatives that addressed concerns identified by the Northern Education Task Force.

Major Projects

Indian Languages Material Development Project

Funding was provided to the Northern Lights School Division for the Indian Languages Material Development Project. This project supported Cree and Dene language programs operating in northern schools.

Distance Resource Project

Funding was provided to the Pahkisimon Nuye?ah Library for the Distance Resource Project. This project acquires specialized curriculum materials to support the implementation of Core Curriculum in northern schools. Because of this project, teachers in remote communities have better access to appropriate resources through the mail-out service provided by the Pahkisimon Nuye?ah Library (Northern Provincial Library Office).

Shared Challenges Program

The Shared Challenges Program was established to encourage northern students to stay in school and complete their education. It does so by supporting innovative extracurricular activities and special events in northern schools. The program has also established a communications network so that successful projects can be transferred to schools throughout the isolated north.

Northern Student Awards Program

The Northern Student Awards Program was established to provide recognition for the accomplishments of northern students. The objective is to encourage better student participation and completion rates in northern schools. The awards were presented for the first time in September, 1990. There were 53 Northern Saskatchewan Student Achievement Awards presented at the middle years level and 44 at the secondary level.

All students received a monetary award for use in furthering their education along with a medal to commemorate the event. There were also six Lieutenant Governor's Awards of Excellence presented to the outstanding student at each grade level for grades 7 to 12.

The program is jointly administered by the Northern Lights School Division and Saskatchewan Education's Northern Division. All students attending provincial school divisions in northern Saskatchewan are eligible for the awards program.

Adult Education and Training

Northern Teacher Education Program

The department continued its ongoing support of the Northern Teacher Education Program (NORTEP). NORTEP encourages northerners to pursue careers in education and provides role models for northern youth. During the year teacher training for northerners was expanded to include the middle years and secondary levels.

Northern Professional Access College

Assistance was provided to the Northern Professional Access College (NORPAC), which makes university level education available to northern residents. NORPAC is based on the NORTEP model and operates within the Northern Teacher Education Program. NORPAC allows northern students to complete up to two years of study towards a Bachelor of Arts degree through either the University of Saskatchewan or the University of Regina.

Library Technician Program

Twenty-four adult students entered the first phase of a three-year library technician program. The program is being delivered by Northlands College in conjunction with the Northern Lights School Division and Indian Bands.

Resource Sector Training

A five-year forestry training plan was developed in conjunction with northern communities, industry and other agencies. The objective is to train northern residents for regional forestry occupations.

Twenty-three northern students were trained in the maintenance and repair of wild rice harvesters as part of a continuing effort to assist independent growers gain skills that will reduce operating costs. Mechanical harvesters are now the primary means of harvesting wild rice and have contributed significantly to the increase in production from 760,000 pounds in 1986 to 2.4 million pounds in 1990.

Apprenticeship and Skill Training

The Transitional Training Model was used to deliver level-one carpentry apprenticeship to members of the Meadow Lake Tribal Council at an off-campus location. This allowed apprenticeship training to occur in the home community of the trainee through computer linkages between SIAST and a number of Meadow Lake Tribal Council Learning Centres.

Tutorial assistance was provided to northern apprentices in mining operations to prepare them for trade examinations.

Aircraft Maintenance and Pilot Training

Three Aircraft Maintenance Engineering apprentices completed their training. This group was the first in the province to graduate from the program since the trade received apprenticeship status.

Fifteen northern-based commercial pilots received training that gave them Department of Transport accreditation to fly multi-engine and float-equipped aircraft, and to fly using instrument flight rules.

Human Resource Development Strategy

Overview

Saskatchewan Education has established a Human Resource Development Strategy to provide northern people with the ability and opportunities they need to participate in the economic development of northern Saskatchewan.

Human Resource Development Agreements

Under the strategy, agreements are negotiated between Saskatchewan Education and the mining sector whereby mining companies make a commitment to offer employment and career development opportunities to northerners.

Saskatchewan Education, Northlands College, SIAST and northern employers then cooperate to develop training programs that will help northerners take full advantage of these employment opportunities. The long term goal is to develop a fully-skilled, competitive northern work force which will form the permanent core of the mining industry.

1990-91 Agreements

During the year, negotiations for human resource development agreements were successfully concluded with CAMECO - A Canadian Mining and Energy Corporation for their Jasper gold mine, Claude Resources for their Seabee Project, Amok Ltd. for their Cluff Lake mine and Denison Mines for their Midwest Project.

Similar agreements were already in effect for mines at Star Lake, Cigar Lake, Rabbit Lake and Key Lake along with the Jolu mine near Lac La Ronge. At the end of the reporting year, agreements were in place at all operating mines in the north and negotiations were underway with two potential mine operators.

Services and Liaison

Northern Labour Market Committee

The department continued to be an active member of the Northern Labour Market Committee. The committee is the principal forum in the north for identifying employment and training issues, and initiating measures to address them.

Athabasca Training Council

Saskatchewan Education was again represented on the Athabasca Training Council. The council identifies education and training needed to help northerners take advantage of economic development in the region.

Northern Education Review Committee

The department provided support and guidance to the Northern Education Review Committee. The committee is responsible for assessing progress in addressing issues raised by the Northern Education Task Force, and planning strategies for the year ahead to meet ongoing concerns.

Human Resource Data Bank

Saskatchewan Education maintains an ongoing computer-based Human Resource Data Bank which contains the demographic, education, training and employment histories of over 4,400 northern residents. This represents more than one quarter of northern Saskatchewan's potential labour force.

The data bank facilitates the hiring of northerners by providing employers with ready access to training and education profiles of northern communities. It also helps Saskatchewan Education monitor and evaluate programs, and plan for the long term education and training needs of northern Saskatchewan.

Literacy Training

Learning begins with the ability to communicate. Students of any age cannot learn if they cannot read, write, speak and listen. Saskatchewan Education works with SIAST campuses, regional colleges, local school divisions and other agencies to upgrade literacy skills for Saskatchewan adults.

Highlights

- One million dollars was provided to the Saskatchewan Literacy Council to continue the literacy campaign in 1990-91.
- $750,000 was provided to educational organizations for computer-based literacy instruction in 1990-91 as part of the three-year agreement with IBM Canada Ltd. to help Saskatchewan residents improve their literacy skills.
- Over thirty centres for computer-based literacy instruction participated in the IBM PALS project over three years.
- Saskatchewan Education's four-year literacy campaign was completed in 1991. Literacy initiatives begun during the campaign are now permanently established as part of Saskatchewan Education's new Adult Special Education Branch.

Saskatchewan Literacy Council

In Saskatchewan 145,000 adults have less than a grade 9 education. This represents almost 20% of the adult population. Many of them have difficulty reading and writing, and some are illiterate. The problem is particularly acute among natives, northerners, inmates in correctional centres and recent immigrants.

The Saskatchewan Literacy Council was established by Saskatchewan Education on September 8, 1987. The council was charged with designing and implementing a campaign to help Saskatchewan adults improve their literacy skills.

The council consisted of 19 members representing teachers, trustees, journalists, the business community, literacy students, service organizations and librarians. Premier Grant Devine served as honourary chairperson.

Saskatchewan Literacy Campaign

A campaign developed by the Saskatchewan Literacy Council was undertaken in December, 1987.

The campaign was designed to help thousands of Saskatchewan adults upgrade their literacy skills. One million dollars was provided for the campaign in 1990-91. Significant progress was made.

Programs

Literacy programs were made available through the regional colleges, SIAST campuses, READ Saskatoon and the Regina Public Library. The regional libraries assisted by providing additional reading resources for the literacy programs. A total of 2,096 Saskatchewan adults benefited from these programs in 1990-91.

The campaign was volunteer-based. Over 1,800 volunteers in communities all over Saskatchewan gave of their own time to help make the programs work. Saskatchewan Education coordinated the campaign, provided funding and increased public awareness through advertisements and promotions.

While each program was tailored to meet local needs, the following features were common to all:

- extensive volunteer involvement in instruction;
- cooperation with local and regional organizations in the campaign;
- development of reading and writing skills in response to the requirements of the students;
- provision of training and support for volunteers; and,
- evaluation plans for each program.

Public Awareness

An ongoing public awareness program was a key feature of the literacy campaign. The program was designed to attract both students and volunteers to literacy programs. The 1990-91 program began in October, 1990 and continued through to spring, 1991.

The multi-media program used television, newspaper and radio advertisements to promote the importance of literacy and the availability of training programs. The advertisements focused on testimonials by adult students to drive home the importance of literacy and the fact that it is never too late to start learning.

Excellent cooperation was received from media outlets. Many television and radio stations as well as newspapers matched the paid advertisement with a complementary promotion.

Computer-Assisted Literacy Training

On September 8, 1988 the Government of Saskatchewan entered into a three-year agreement with IBM Canada Ltd. to help Saskatchewan adults and adolescents improve their reading and writing skills through the IBM PALS - Principle of the Alphabet Literacy System. PALS is a computer-based system of instruction designed to teach basic literacy skills.

IBM provided $1 million in hardware, software and technical services for use at locations throughout Saskatchewan. Mobile units were also used.

The Government of Saskatchewan, through Saskatchewan Education, provided $2.25 million over three years for start-up costs and operating expenses. Local school boards, regional colleges, SIAST and other agencies provided administrative support and facilities.

Over thirty centres offered computer-based literacy instruction over the past three years. These included SIAST campuses, regional colleges, school divisions, the Regina Public Library, young offender facilities, correctional centres and the Whitespruce Youth Treatment Centre. Approximately 3,000 adults and adolescents graduated from PALS over three years.

Evaluation

An evaluation of the volunteer program and the IBM PALS program was completed during the year. The evaluation was conducted by the Saskatchewan Instructional Development and Research Unit (SIDRU) from the University of Regina.

It was concluded the campaign was successful in raising public awareness of literacy programs, and in enhancing the development and delivery of those programs. The majority of learners indicated that their needs were being met, sometimes well beyond expectations.

Students cited practical benefits such as improved employment prospects and a better ability to cope with day-to-day life. They also reported intangible benefits like growing self-esteem, improved personal relationships and a heightened interest in further education.

Federal-Provincial Projects

On September 8, 1990 three projects were jointly announced by the Minister for Saskatchewan Education and the federal Minister for Multiculturalism and Citizenship Canada to mark International Literacy Day. Later in the year, four additional projects were approved bringing the total funding for all projects to $500,000.

Parkland Regional College in Yorkton received $40,000 for the development of programs to assist literacy tutors working with the learning disabled. A total of $95,000 was provided to Cypress Hills Regional College in Swift Current to procure the services of an adult learning specialist. The specialist assisted regional literacy coordinators in meeting the orientation, preservice and inservice training needs of volunteers and tutors. Lakeland College in Lloydminster received $20,000 for regional workshops that brought students together to discuss their learning experience and how it can be improved.

The Saskatchewan Literacy Network in Saskatoon received $40,000 to publish a newspaper using articles submitted by practioners and learners from across the province. A new publication entitled *On Our Way* was produced at the Pinegrove Correctional Centre in Prince Albert.

In addition, the Regina Public Library received $100,000 to develop corporate library strategies. The Wascana Native Services Division (SIAST) received $100,500 to research and develop aboriginal literacy resource and instructional materials. SIAST Central Office received $84,000 to carry out the public awareness strategy in conjunction with Saskatchewan Education.

Reading Campaign

Good reading habits in youngsters improve their literacy skills. Towards this end Saskatchewan Education initiated a province-wide reading campaign in fall, 1988. The purpose of the campaign is to promote reading among kindergarten to grade 4 children and their parents.

The province-wide, multi-media campaign continued in 1990-91, featuring its mascot Readmoreforus and the slogan "Use Your Imagination - Read". Readmoreforus, the reading dragon, managed a record 272 individual appearances during the reporting year, logging 33,762 kilometres in promoting literacy. The campaign also included newspaper and television advertisements, billboards, posters, bookmarks and buttons.

English as a Second Language

Saskatchewan Education is responsible for administration of the English as a Second Language and Citizenship Development Program. The program provides funding to the regional colleges and SIAST for 50% of instructor wages and 100% of core text costs. Funding for the program comes exclusively from Saskatchewan Education.

The program offers part-time instruction in English and citizenship for new Canadians. This helps them adjust to their new communities and qualify for Canadian citizenship. Each year approximately 1,000 students attend these classes in the various college regions and SIAST campuses.

Future Literacy Training

The 1990-91 reporting year effectively marked the end of the formal, four-year literacy campaign as well as the three-year PALS project with IBM Canada Ltd.

In April, 1991 the Saskatchewan Literacy Council was disbanded. At that time all literacy initiatives under the direction of the council became the responsibility of Saskatchewan Education's newly established Adult Special Education Branch.

In May, 1991 IBM Canada Ltd. formally transferred the title to $1 million worth of PALS hardware and software to the Province of Saskatchewan. As of fall, 1991 PALS training will be delivered through SIAST campuses, regional colleges, the Regina Public Library, participating school divisions and the Whitespruce Youth Treatment Centre. In fall, 1992 Saskatchewan Education will award title of the PALS hardware and software to the individual sites delivering the training.

Both volunteer-based and computer-based literacy instruction will continue, but with greater autonomy at the local level. The Adult Special Education Branch will coordinate program delivery at the provincial level. In addition, a new Saskatchewan Literacy Advisory Committee will be established in fall, 1991 to assume the role of providing public input and policy review on a permanent basis.

Distance Education

Distance education means the student and teacher are separated in time and/or space, and two-way communication takes place primarily through non-traditional means.

This form of teaching and learning can take place through long-established institutions such as the Correspondence School, and also through new technological approaches such as satellite transmission and the use of fibre optics networks.

Highlights

- The Saskatchewan Communications Network (SCN) expanded its broadcasting capability on its Training Network so that it now reaches 52 Saskatchewan communities. SCN is the province's state-of-the-art education/information broadcasting network.
- SCN began broadcasting on its public broadcast network, a network accessible to all cable subscribers including kindergarten to grade 12 schools.
- University and technical institute credit courses, kindergarten to grade 12 programming and other forms of instruction were made available to Saskatchewan communities through SCN.
- Five courses were offered to students in La Loche, Sandy Bay, Plenty, Kinistino, Burstall, Bateman, Oungre, Rabbit Lake and Marcelin through interactive televised instruction.

- A new Kindergarten to Grade 12 Distance Education Advisory Committee was established to provide the Minister with recommendations on the future direction of kindergarten to grade 12 distance education.

Correspondence School

Overview

The Correspondence School is Saskatchewan's largest high school, and one of the most long-established. It completed its sixty-sixth year of operation in 1990-91.

The school provides lifelong learning opportunities at the grade 9 to 12 level to students throughout the province, and also to students from Saskatchewan who are temporarily residing in other provinces or countries. It develops, publishes, revises and administers 66 grade 9 to 12 courses.

In 1990-91 a total of 5,581 students were registered in Correspondence School courses. Adult students made up 37% of total enrolment in 1990-91.

The Correspondence School plays an important role in providing access to and equality of educational opportunity for thousands of school-aged and adult students. The school serves students in virtually every village, town and city in the province as well as in centres outside Saskatchewan. In addition, a significant number of correspondence courses are used by non-specialist teachers as valued teaching aids.

Major Initiatives

Correspondence School Workshop

In November, 1990 a workshop was held by the Correspondence School for directors of education, principals and coordinators (supervisors) of correspondence students. The purpose was to better inform school personnel on how their

students can derive the most benefit from Correspondence School courses.

The workshop was well received. Similar workshops may be held on a regional basis in the future.

Core Curriculum

A five year plan was developed for implementation of Core Curriculum courses by the Correspondence School. The overall strategy is to implement multi-media courses, enhancing print material with video and other technologies. The first phase is scheduled for implementation in the 1991-92 school year.

Advisory Committee

The Correspondence School Principal's Advisory Committee completed a major survey and report on completion rates during the year. Action plans to increase completion rates were subsequently implemented.

High Technology Distance Education

Overview

Distance education can make learning opportunities equally accessible to anyone, anywhere. This is particularly important in a province such as Saskatchewan with its large geographic area and relatively low population density.

One way of reaching this goal is through technological means. Saskatchewan Education is actively exploring new approaches to making learning opportunities available throughout Saskatchewan.

Saskatchewan Tele-Learning Association

The Saskatchewan Tele-Learning Association (STELLA) is a non-profit corporation which pioneered technological distance education in Saskatchewan. The corporation is run by a consortium of organizations which includes Saskatchewan's two universities, SIAST, regional colleges, the Saskatchewan Communications Network (SCN) and the Saskatchewan Health Care Association.

Prior to the creation of the Saskatchewan Communications Network (SCN) in early 1989, STELLA was the lead agency for the delivery of educational programming through electronic means. With the advent of SCN, STELLA continues to function as a voluntary association with the aim of encouraging, stimulating and further developing distance education programming in Saskatchewan.

Saskatchewan Communications Network

The Saskatchewan Communications Network (SCN) is a Crown corporation established in 1989 to coordinate access to Sask Tel's communication network. The corporation's primary objective is creation and operation of a state-of-the-art education/information network for Saskatchewan.

In September, 1990 SCN expanded broadcasting on its Training Network from 35 to 52 receiving sites managed under contract by the regional colleges and SIAST. The second year of programming on the Training Network was made up primarily of first year university and technical institute credit courses.

SCN began broadcasting on its public broadcast network on May 6, 1991. This network is accessible to all cable subscribers, including kindergarten to grade 12 schools. Some SCN programs directly support school curricula while others are designed to meet the special interest and educational needs of audiences such as seniors and children. SCN provides improved access to learning opportunities along with information on other topics such as agriculture, health and culture.

SCN broadcasts from 2:30-10:00 p.m. daily. During the 1991-92 school year, school telecasts will be aired from 2:30-3:30 p.m. every day. Saskatchewan Education evaluates programs to be aired during this time. A program schedule will be sent to all kindergarten to grade 12 schools in September, 1991.

Major Projects

University and Technical Courses

The universities, SIAST and regional colleges in partnership with SCN provided learning opportunities to people isolated due to geographic or other reasons. More first year university and technical institute courses were made available in 1990-91 than ever before.

The University of Regina offered first year courses in French, Economics and Computer Science; the University of Saskatchewan in English, History, Psychology and Mathematics. SIAST offered credit technical courses in Accounting, Marketing, Organizational Behaviour, Nutrition, Special

Needs, Gerontological Nursing and Chemical Dependency.

Eastend School Division

In fall, 1989 a pilot teleconferencing project was undertaken by the Correspondence School and the Eastend School Division for students enrolled in French 9 and 10. In 1990-91 the project was expanded to include students enrolled in French 20 and 30.

Students in Consul, Climax, Frontier and Eastend now have access to courses that were not previously available.

Immediacy of contact through the telephone and facsimile machine is a key feature of the project. A form of team teaching at a distance between the teachers of Eastend School Division and the Correspondence School has been refined to help students achieve the desired objectives.

Interactive Televised Instruction

In September, 1990 the Correspondence School began to offer five courses (Accounting 16, Algebra 20 and 30, Biology 20 and French 9) to students in La Loche, Sandy Bay, Plenty, Kinistino, Burstall, Bateman, Oungre, Rabbit Lake and Marcelin through the interactive televised instruction (ITI) mode. A print package of instructional materials and assignments developed and distributed by the Correspondence School formed the core of the program for each of the five courses.

The production sites for the project are at Campbell Collegiate in Regina, Swift Current Comprehensive School in Swift Current and Viscount Central School in Viscount. This is a joint project of the Correspondence School, local school divisions and the Saskatchewan Communications Network.

Distance Education Program Review Committee

The Distance Education Program Review Committee was established in 1989. The committee reviews and priorizes submissions from the education system for the development and acquisition of credit and credit-related SCN programming. It is also responsible for advising the Deputy Minister on the long term plan for post-secondary distance education in Saskatchewan.

Membership on the committee is drawn from the post-secondary education sector. The committee met regularly during the reporting year to review policy and specific distance education project proposals.

Distance Education Advisory Committee

A new Distance Education Advisory Committee was established in September, 1990.

The committee is to provide advice to the Minister on the future direction of kindergarten to grade 12 distance education, with particular attention to the role of the Correspondence School in delivering courses to Saskatchewan students. It will also examine how to expand opportunities for adult learners to complete their secondary education. In addition, the committee is to make recommendations for program development at the Correspondence School as well as requirements with respect to delivery modes, facilities and staffing.

Committee members were appointed in December, 1990. They include teachers, parents, school administrators, trustees and educators from both universities.

Education Outreach Fund

The Education Outreach Fund (EOF) was established in 1987 to improve access to education for rural and northern Saskatchewan residents.

EOF provides funds to support the offering of university, technical institute and other programs outside of major urban centres. Grants totalled $3.2 million in 1990-91.

Services to Students

Saskatchewan Education offers a number of services to assist students at all levels of the education system. These include guidance and career counselling, stay in school initiatives, various awards to recognize student accomplishment and financial assistance.

Highlights

- Saskatchewan's most outstanding grade 12 students were recognized for their academic accomplishments through the 1990 Saskatchewan Scholar Awards and Achievement Awards.
- More than $51 million in Canada Student Loan assistance was authorized to approximately 18,300 full-time students.
- Saskatchewan Student Loan assistance of approximately $43 million was authorized to nearly 14,000 students.

Guidance and Counselling

Student and Career Development Curriculum Advisory Committee

The Student and Career Development Curriculum Advisory Committee was established to provide recommendations on the kindergarten to grade 12 career development instructional program.

The committee met several times in 1990-91 and completed a research paper and recommendations on a kindergarten to grade 12 career education program. This was submitted to the department. The recommendations along with the department's response will guide the committee's work in 1991-92.

Resources for Guidance Counsellors

What To Study

The publication *What To Study* provides information on post-secondary program opportunities and admission requirements. It was distributed to schools in fall, 1990. Each student in grade 10, 11 and 12 received a copy.

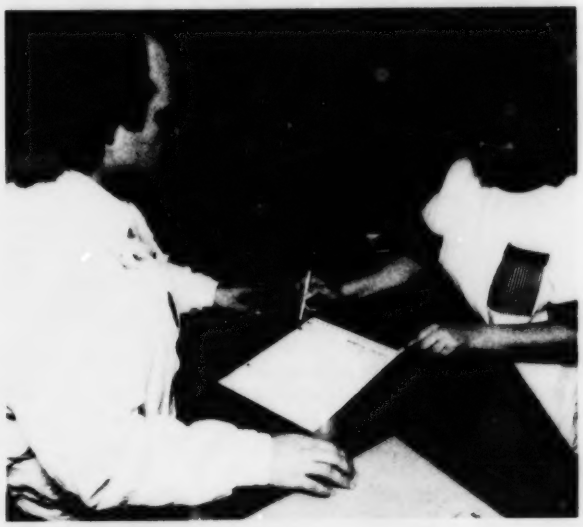
Career Resources Mailing

Career resource information was distributed to high schools eight times during the 1990-91 school year. This information is produced by a variety of organizations including provincial post-secondary institutions, government departments, professional associations and others.

The purpose of this service is to coordinate the distribution of information to schools and thereby assist guidance personnel in keeping informed of developments and products in the field of career development. Material distributed includes information on education and training, occupations, labour market trends, financial assistance and announcements of upcoming events such as conferences and workshops.

Career Resources News

The Career Resources News newsletter was mailed to all high school principals and counsellors eight times a year in conjunction with the career resource mailing. The newsletter addressed topics such as work experience, admissions, apprenticeship, improving self-concept, peer counselling and financing post-secondary education.



Scholarships and Awards

A new *Scholarship and Awards* booklet was completed during the year and made available to schools. The publication lists 230 financial awards available to Saskatchewan residents for entry into post-secondary study.

CROSSROADS

CROSSROADS is a computerized information system developed for use in student counselling. The system is updated annually and contains detailed information on over 800 education and training programs in the province. One hundred twenty-five copies of this computer program have been purchased by schools, school divisions and others.

Consultation, Coordination and Liaison

Saskatchewan Education continued to offer consultative services to school boards on an ongoing basis, providing information on strategies for delivering guidance and counselling programs and services. Workshops, information meetings and participation on professional committees were used as means of coordination and liaison.

Student Retention

Overview

Saskatchewan Education develops and promotes strategies that facilitate the successful completion of grade 12 by all capable students.

A decade ago less than half of all existing jobs required post-secondary education of any kind. Between now and the turn of the century almost two thirds of all new jobs created will. In addition, an increasing number of employers regard a grade 12 diploma as a criterion for any type of employment, highly skilled or otherwise.

A grade 12 diploma is a prerequisite for further education, success in the job market and the ability to play a meaningful, constructive role as a citizen. Saskatchewan Education works with educators, community organizations, businesses and other government agencies to continue to improve Saskatchewan's student retention rate.

Advisory Committee

A new Advisory Committee on Student Retention was established in September, 1990. The committee is to provide advice to the Minister on new strategies to increase the number of Saskatchewan students who successfully complete high school. All major stakeholders in the school system are represented. The committee is to report to the Minister in August, 1992.

Federal-Provincial Projects

In 1990-91 the federal government allocated $1.1 million for projects to help Saskatchewan students complete high school.

The projects included modifying an inner city high school to meet the needs of at-risk students, cooperating with the private sector to provide vocational training and career counselling, testing new strategies for assisting at-risk students, conducting public awareness campaigns, staging workshops and conferences and producing and distributing informational materials.

The projects are part of a four-year, $300 million initiative by the federal government to improve Canada's student retention rate.

Student Exchanges

Saskatchewan Education provides ongoing support to a number of programs that enable students to expand their educational horizons beyond Saskatchewan's borders.

In November, 1990 twenty grade XI Saskatchewan students were selected to take part in the fourth annual Saskatchewan-Quebec Student Exchange Program. The program stems from an agreement reached in 1987 between the Saskatchewan and Quebec governments.

Under the program the students spend three months in Quebec attending high school, beginning in February, 1991. Twenty Quebec students attended Saskatchewan schools from September to December, 1990.

Students were selected on the basis of their academic standing and participation in French language programs. Saskatchewan Education provided each student with $550 to help defray expenses.

Other exchange programs included the Interchange on Canadian Studies and the international baccalaureate program at Lester B. Pearson College of the Pacific.

Student Financial Assistance

Overview

Saskatchewan Education administers financial assistance programs for Saskatchewan residents enrolled in approved adult and post-secondary courses of study. This includes administration of the Canada Student Loans Program on behalf of the federal government and the Student Aid Fund from which a number of programs are financed. The department also oversees student award programs for students at the high school level.

Student Loans

The major program financed by the Student Aid Fund is the Saskatchewan Student Loans Program which includes the Forgivable Loan Plan, the Special Incentive Plan and the Interest Relief Plan.

More than $51 million in Canada Student Loans were authorized to approximately 18,300 students in 1990-91, and $43 million in Saskatchewan Student Loans were authorized to nearly 14,000 students.

Student Awards and Scholarships

Saskatchewan Education oversees the Saskatchewan Awards Program for provincial high school students. In addition, a number of scholarship and bursary programs financed by the Student Aid Fund are jointly administered by the department and educational institutions.

The following awards and scholarships were financed by the Student Aid Fund in 1990-91:

- Saskatchewan Awards Program;
- university scholarships;
- SIAST scholarships;
- D. R. Simmons Memorial Scholarship;
- Doreen Kronick Scholarship;
- French Language Teacher Bursary Program;
- French Language Study Fellowship/Travel/ Education Bursaries;
- Queen Elizabeth II Scholarship; and,
- Fuhrmann Emergency Loan Program.

An annual report is prepared for the Student Aid Fund which includes audited financial statements and information on the various loans, scholarships and awards. Copies of the report are available upon request by contacting:

Student Financial Assistance Branch
Saskatchewan Education
5th Floor - 1855 Victoria Avenue
Regina, Saskatchewan
S4P 3V7

Services to Teachers, Schools and School Divisions

Saskatchewan Education provides support services such as accreditation and certification to assist teachers in performance of their duties. The department also provides a variety of administrative and program support services to Saskatchewan schools. In addition, Saskatchewan Education assists with planning and financing school facilities and oversees all grants to local school divisions.

Highlights

- More than $445 million was provided to Saskatchewan school boards for operating grants and debt retirement.
- The first ever Science Summer Institute was held to provide middle level science teachers with an opportunity to update their knowledge base and become familiar with new teaching strategies.
- A major review of how the kindergarten to grade 12 school system is financed and governed was undertaken.
- The final report of the Minister's Advisory Board on Independent Schools was completed.
- New legislation was introduced to give expanded powers and responsibilities to the League of Educational Administrators, Directors and Superintendents.

Services to Teachers

Teacher Accreditation

Accreditation allows teachers to determine final grade 12 marks for specified subjects. Approximately 1,200 practising teachers in Saskatchewan have been accredited by Saskatchewan Education.

Saskatchewan Education offers consultative services on an ongoing basis, providing information on requirements teachers must meet to become accredited. Records of approved accreditations are also maintained.

Teacher Certification

Saskatchewan Education is responsible for assessing teacher qualifications and issuing certificates.

A total of 839 teachers were issued certificates to teach in the province, including 713 who trained at Saskatchewan's two universities. Probationary Certificates were issued to 270 teachers, including 213 substitute teachers.

The Teacher Certification and Classification Regulations were revised so that all applicants for a teaching certificate are now required to disclose information concerning specific types of criminal offences. Applicants must also authorize Saskatchewan Education to do a criminal record search.

Teacher Exchanges

Saskatchewan Education administers the Canadian Education Association Teacher Exchange Program. This program provides an opportunity

for experienced Saskatchewan teachers to spend a year on exchange with a teacher who has a similar teaching assignment in a foreign country. The program involves the United States, the United Kingdom and Germany.

Nine exchanges were arranged in 1990-91 with eight teachers going to the United Kingdom and one to the United States. Their foreign counterparts spent the year teaching in Melfort, Saskatoon, Regina, Prince Albert, Estevan and Plenty.

Science Summer Institute

The first-ever Science Summer Institute for Saskatchewan teachers was held in Regina August 12-17, 1990.

The institute provided twenty-two grades 4-10 science teachers from across the province with an opportunity to update their knowledge base in the discipline and become familiar with new teaching strategies. It also promoted resource-based learning as an educational tool.

The institute was sponsored by Saskatchewan Education in conjunction with the Future Corporation, the University of Regina, the Saskatchewan Science Teachers' Society and Saskatchewan Economic Diversification and Trade. It is expected to be an annual event, with the overall objective of improving the level of excellence in Saskatchewan schools.

Teacher Appreciation Week

February 10-16, 1991 was declared Teacher Appreciation Week in Saskatchewan.

The week was designated by the Minister of Education at the request of the Saskatchewan Federation of Home and School Associations to increase awareness of the contribution teachers make to their schools and communities. More than 12,300 teachers serve Saskatchewan's 200,000 kindergarten to grade 12 students.

The week was also designated National Teacher Appreciation Week by the Canadian Federation of Home and School Associations to highlight the constructive influence teachers have on millions of students.

Pension Plan

In May, 1991 legislation was introduced enabling establishment of a new pension plan for kindergarten to grade 12 teachers.

The Teachers' 1990-91 Collective Agreement Implementation Act eliminated the existing annuity pension plan and replaced it with one which teachers, through the Saskatchewan Teachers' Federation (STF), administer and control. The change was made in direct response to the wishes of teachers.

The legislation comes into effect July 1, 1991. All funds in the annuity plan will be transferred to the STF for use in the new pension plan. All teachers belonging to the annuity plan will be transferred to the new one, with all new teachers automatically belonging to the new plan.

The legislation does not affect the formula pension plan in place for teachers who began teaching before 1980. That plan remains in place and will continue to be administered by the Teachers' Superannuation Commission.

Services to Schools and School Divisions

Regional Offices

Saskatchewan Education has regional offices in Weyburn, Swift Current, Saskatoon, Melfort, North Battleford, Regina and La Ronge.

The regional office network makes Saskatchewan Education more accessible to the people it serves. These offices are often the first point of contact for parents, school divisions and the general public on education-related matters.

Regional offices assist local school divisions with establishing special education progams, approving funding and monitoring existing programs. They increase awareness of new initiatives in curriculum development and help to implement new courses of study.

Capital project proposals from school divisions receive initial consideration at the regional level. The regional offices also review all information used to determine school division grants.

Regional offices assist with the interpretation of legislation, regulations and policy. They are also responsible for reviewing and approving applications for financial assistance through the Education Development Fund.

Funding

Funding provided by the province to school divisions encompasses three main categories: the Foundation Operating Grant Program, long-term debt retirement and the Education Development Fund.

The operating grant is designed to provide equality of educational opportunity without requiring unduly high property taxation at the local level.

The funding formula distributes funding to school boards based on their enrolments and their ability to raise local tax revenue. School divisions that have a low local revenue generating ability and high enrolment levels receive more provincial funding, and vice versa.

Funding for long-term debt retirement is provided to repay the principal and interest costs on capital funding for educational facilities. On average, the province pays for 80% of the cost of capital projects and the local board pays the remaining 20%.

The Education Development Fund provides conditional grants to school divisions to undertake program improvements, implement efficiency measures and acquire learning resources such as library materials and computers. A total of $13,750,000 was allocated to school divisions in 1990-91.

Provincial funding to school boards in 1990-91 totalled $445,426,200. Table 32 shows comparable figures for 1985 to 1991.

School Finance and Governance Review

In August, 1990 a major review was undertaken on the manner in which Saskatchewan's kindergarten to grade 12 school system is financed and governed.

The review encompasses a broad range of issues including the criteria by which funding is raised and distributed and how these funds are used. Dr. Hervé Langlois, Deputy Director of Administrative Services for Saskatoon School Division No. 13, and Dr. Murray Scharf, Dean of the College of Education at the University of Saskatchewan, are heading the review.

An advisory committee was also established to assist with the review. The committee is composed of representatives from the Saskatchewan School Trustees Association, the Saskatchewan Teachers' Federation, the Association of School Business Officials of Saskatchewan, LEADS, the Saskatchewan Urban Municipalities Association and the Saskatchewan Association of Rural Municipalities.

A final report is expected in late 1991.

Facilities Planning

Saskatchewan Education shares responsibility for planning and financing facilities for all education sectors.

Total capital funding for the province's two universities in 1990-91 was $52.2 million, and for the regional colleges $3.9 million. Projects completed during the year included the Agriculture Building at the University of Saskatchewan, the Language Training Institute at the University of Regina and Northlands College in La Ronge. A majority of the remaining post-secondary funding was applied to smaller projects, primarily upgrading existing facilities.

Kindergarten to grade 12 construction costs for approved projects are cost-shared on the basis of the individual school board's ability to pay. Local boards provide an average of 20% of total project costs.

Saskatchewan Education issued funding approvals for 89 projects at a total cost of $21.3 million in the 1990-91 school year.

Of this total, $7.2 million was provided for two major additions and one new school. A total of $3.6 million was provided for seven major renovation projects. Eleven relocatable projects accounted for $3.1 million. Thirty-eight roof repair projects were undertaken at a total cost of $5.2 million, and 30 projects involving miscellaneous construction or repair accounted for the remaining $2.2 million. Further details on the 1990-91 kindergarten to grade 12 capital allocation are contained in Table 31.

Educational Administrator Standards

In June, 1991 legislation was introduced to give the League of Educational Administrators, Directors and Superintendents (LEADS) expanded powers and responsibilities.

Under the previous legislation, LEADS did not have adequate authority to enforce high standards of professional conduct and competence or even to register its members. *The League of Educational Administrators, Directors and Superintendents Act, 1991* gives LEADS the ability to do its job more effectively.

Specific changes allow LEADS to establish qualifications and procedures for membership, specify qualifications for all categories of educational administrators employed by school divisions and implement an effective disciplinary process. New disciplinary measures will include the ability to recommend to the Minister of Education that the teaching certificate of a LEADS member be suspended or cancelled, something the organization could not do under the old legislation.

The legislation is scheduled to come into effect in August, 1991.

Book Bureau

Through the Book Bureau, the department serves as a retail distributor of school textbooks, workbooks, reference books and related print and

non-print materials for use in Saskatchewan schools and the Correspondence School. Numerous department publications are also available from the bureau.

These classroom resources are purchased directly from publishers at bulk discount rates and sold primarily to school divisions and teachers at minimum cost.

Sales for the reporting year totalled $4.7 million. The inventory remaining at year-end was valued at $1.4 million. A net recovery of $140,583 was transferred to the Consolidated Fund.

Pupil Transportation Safety

Saskatchewan Education held several workshops for school bus drivers to help maintain their excellent record in safely transporting students to and from school. The workshops dealt with the role of the drivers, emergency procedures, policy issues and the safe operation of buses.

Ongoing consultative services were provided by Saskatchewan Education to drivers, parents, school boards and other school officials on transportation issues.

Saskatchewan School Improvement Program

The Saskatchewan School Improvement Program (SSIP) provides an improved framework for managing change and implementing new initiatives at the local school level.

The purpose of the program is twofold: to explore means of improving school effectiveness by fostering a more personalized atmosphere, and to involve more people in educational planning and problem solving at the local level where the impact of change is most keenly felt.

SSIP was expanded to include an additional 36 schools in 1990-91. At the end of the reporting year there were 113 schools involved in the program.

In August, 1991 responsibility for SSIP will be transferred to the Saskatchewan Educational Leadership Unit (SELU) located at the University of Saskatchewan. In the future, management of the program will be the responsibility of SELU.

Independent Schools Report

The Minister of Education established an Advisory Board on Independent Schools in October, 1989 to make recommendations on all matters relating to independent schools, including development of regulations and policy.

Groups represented on the advisory board included the Saskatchewan School Trustees Association, the Saskatchewan Teachers' Federation, the League of Educational Administrators, Directors and Superintendents, the college and faculty of education at the two universities and five independent school groups. Also represented were post-secondary educators from the two universities and SIAST, a representative of the province's business community and Saskatchewan Education.

The board's report was released in November, 1990. The *Final Report of the Minister's Advisory Board on Independent Schools* offers sixty-six recommendations as a proposed regulatory framework for schools serving the 3,100 Saskatchewan students enrolled in independent school programs.

The board recommended that four types of independent schools be established: registered, accredited, historical and alternative. Other key recommendations include the requirement that independent schools offer instruction in the provincial required areas of study, establishment of specific qualifications for teachers in independent schools and establishment of an Independent Schools Review Board.

Following release of the report, Cabinet approved new regulations for independent schools in March, 1991. The Minister of Education approved a first set of independent schools policies in May, 1991. A full-time supervisory official for independent schools will be appointed by the department effective July 1, 1991.

Provincial Library

The Provincial Library works towards equitable access to library services and resources for all Saskatchewan residents.

Overview

The Provincial Library provides appropriate cost-effective centralized library services, programs and resources to public libraries in the province.

The library has a mandate to:

- foster cooperation and resource-sharing among libraries;
- improve equity of access to library services and programs for people with special needs;
- provide access to resource materials and information which public library systems cannot provide;
- make library collections accessible by providing centralized cataloguing support to public libraries; and,
- support resource sharing by developing and maintaining union catalogues.

The library serves as a coordinating agency as well as a resource and information centre within the provincial public library system. It provides grants and support services to regional and municipal libraries. It also administers legislation and regulations governing the operation of public libraries.

The library works with various organizations to enhance the sharing of resources among libraries, and to increase public awareness of library services. Liaison is maintained with provincial and national library associations.

The library was transferred from Saskatchewan Education to the new Department of Community Services on January 1, 1991. All information on library activities, including statistics, in the 1990-91 Saskatchewan Education Annual Report is for the period April 1 - December 31, 1990. An account of library activities for January 1 - March 31, 1991 is contained in the annual report of Saskatchewan Community Services.

Saskatchewan Library Board

The Saskatchewan Library Board provides advice to the Minister on the coordination and planning of the public library system.

Board membership includes representatives from regional and municipal libraries, the Saskatchewan School Trustees Association, the rural and urban municipality associations, the Saskatchewan Voice of the Handicapped and the general public.

Issues dealt with by the board in 1990 included combining school and public libraries, highway signs designating library services and funding.

Professional Services

The ten public library systems - eight regions, Regina and Saskatoon - requested 37,523 items from the library which were not in their collections. Providing these items entailed searching computer data bases and other catalogues for their location. They were then sent through interlibrary loan to the library whose patron made the request.

Under the terms of a federal-provincial agreement with the National Library, the periodical holdings of one special library and three regional reference centre libraries were added to the list of Saskatchewan periodicals on national Dobis data base.

The large print adult fiction collection was transferred to six regional libary systems. The library retains responsibility for the province's non-fiction large print collection. Childrens' large print and talking book bibliographies were produced and distributed to public libraries.

Professional staff responded to 12,671 requests from patrons for in-depth material not available in other public libraries.

In addition, 91,376 items were circulated to other library systems in response to their requests.

Technical Services

Technical Services handled 32,747 Provincial Library and regional library cataloguing requests.

The computerized UTLAS and DYNIX data bases contain the libraries' overall holdings. These were maintained, and 48,646 new titles were added to the UTLAS data base.

Technical Services also provided direct cataloguing support by issuing cardsets to 39 regional library headquarters and branches.

Under the Delegated Purchase Authority, the library ordered a total of 339 books for other government departments.

Support Services

A variety of support services are provided to enable the effective delivery of programs. These include policy and planning, communications, information technology, personnel and legislative services.

Policy and Planning

Overview

Research, evaluative, analytical and advisory services were provided on a broad range of educational policy issues. Assessments and evaluations were also conducted of department programs as well as those delivered by the kindergarten to grade 12 and post-secondary school systems.

During 1990-91 a number of projects were undertaken in support of policy development and evaluation. These included:

- an evaluation of the Saskatchewan Educational Leadership Unit, Saskatchewan Instructional Research and Development Unit and Saskatchewan Professional Development Unit in cooperation with the Evaluation and Student Records Division of Saskatchewan Education;
- an evaluation of Saskatchewan Education's core grant contract with the Gabriel Dumont Institute of Native Studies and Applied Research;
- initial development of a departmental policy manual for kindergarten to grade 12; and,
- a survey of off-campus university and SIAST students conducted in cooperation with the department's Distance Education Project.

Labour Market Overview Report

A report is prepared annually to provide a summary of provincial population, employment, economic and labour market trends. The information is used to assist post-secondary educational institutions in identifying program needs and priorities. *Overview '91* - the 1990-91 edition - was prepared by Saskatchewan Education in conjunction with Saskatchewan Human Resources, Labour and Employment along with Employment and Immigration Canada.

Graduate Follow-Up Survey and Review

A survey of SIAST graduates is done annually to obtain information on their employment status and the effectiveness of their training program. The results are published in the *Employment Statistics Report* and serve a variety of purposes. For example, students and counsellors use the report in selecting post-secondary programs while post-secondary institutions use the information for program planning purposes.

In 1990-91 Saskatchewan Education and SIAST undertook a comprehensive review of the Graduate Follow-up Survey. As a result, the 1991 survey will be jointly done by Saskatchewan Education and SIAST, and renamed the Graduate Employment Survey.

Saskatchewan Skills Extension Program Graduate Survey

A survey of Saskatchewan Skills Extension Program (SSEP) graduates was conducted to obtain information on their employment status and their assessment of the training program. The survey results are provided in the *Saskatchewan Skills Extension Program Graduate Survey Report*. SSEP offers SIAST credit skill training programs through the regional colleges.

Directors of Education Survey and Report

The report of the annual Directors of Education survey provides information to the department and the field on a variety of topics affecting the kindergarten to grade 12 school system. The most recent survey (1989-90) addressed topics such as Core Curriculum implementation, student and program evaluation and education equity.

Liaison With CMEC

As a member of the Council of Ministers of Education, Canada (CMEC), Saskatchewan education coordinates and provides support for a number of CMEC activities and projects.

Canadian Education Statistics Program

A protocol for the Canadian Education Statistics Program was signed in September, 1989 between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. The program is intended to improve statistical information on education and training in Canada, and encompasses both the kindergarten to grade 12 and post-secondary education systems. The program is coordinated by CMEC.

To implement the program, the Departments of Education from all the provinces and Statistics Canada are collaborating on the classification, collection and interpretation of education-related data. Technical committees have been established to devise sets of nationally comparable statistics for presentation in an annual publication. The first of these documents, *A Statistical Portrait of Elementary and Secondary Education in Canada* (August, 1990), provides an overview of the kindergarten to grade 12 school system in all provinces.

Also during 1990-91, work proceeded on the development of statistical information on university education in Canada.

Education Program Policy Advisory Committee

The Kindergarten - Grade 12 Education Program Policy Advisory Committee (EPPAC) is an advisory committee to the Deputy Minister of Education. EPPAC advises the department on policies relating to K-12 programs of study, instructional services and the learning environment. All major education organizations are represented on the committee.

During 1990-91, EPPAC continued to focus on policies related to implementation of the Core Curriculum and other *Directions* initiatives. The development and evaluation of new curricula was discussed, along with department support for implementation. Also under consideration were secondary level credit requirements and other issues concerning K-12/post-secondary articulation.

The committee reviewed two policies - Gender Equity and Locally Developed Alternative Education Programs - and recommended that they be adopted by the department. These policies were approved by Saskatchewan Education and distributed to schools and school divisions in early 1991.

EPPAC also provided comments on Indian and Métis education programs and special support projects in the areas of student retention and distance education.

Legislation

Saskatchewan Education administers the legislative and regulatory framework for Saskatchewan's kindergarten to grade 12 and post-secondary school system.

The following legislation was proclaimed during the year:

- *The League of Educational Administrators, Directors and Superintendents Act, 1991*;
- *The Teachers' 1990-91 Collective Agreement Implementation Act*;
- *The Teachers' Superannuation Amendment Act, 1990*; and,
- *The Education Amendment Act, 1990.*

The League of Educational Administrators, Directors and Superintendents Act was repealed in 1990-91.

As of June 30, 1991 the Minister of Education was responsible for administering the following legislation:

- *The Ancillary Dental Personnel Education Act;*
- *The Apprenticeship and Trade Certification Act;*
- *The Architects Act;*

- *The Association of School Business Officials of Saskatchewan Act;*
- *The Education Act;*
- *The Education Amendment Act, 1990;*
- *The Institute Act;*
- *The League of Educational Administrators, Directors and Superintendents Act, 1991;*
- *The Private Vocational Schools Regulation Act;*
- *The Public Libraries Act, 1984;*
- *The Regional Colleges Act;*
- *The Registered Music Teachers Act;*
- *The Student Assistance and Student Aid Fund Act, 1985;*
- *The Teachers' 1990-91 Collective Agreement Implementation Act;*
- *The Teachers' Dental Plan Act;*
- *The Teachers' Federation Act;*
- *The Teachers' Life Insurance (Government Contributory) Act;*
- *The Teachers' Superannuation Act;*
- *The Teachers' Superannuation Amendment Act, 1990;*
- *The University of Regina Act;*
- *The University of Saskatchewan Act;* and,
- *The University of Saskatchewan Foundation Act.*

Communications

Saskatchewan Education provides information on department policies and programs to educators, school officials, students and the general public. The department also prepares and produces a wide range of print material for use in the school system.

Major activities in 1990-91 included:

- assisting with development and implementation of communication plans for major campaigns such as the Reading Campaign, the Literacy Campaign and Education Week;
- coordinating special events;
- producing and distributing a wide range of print and non-print materials to increase awareness of kindergarten to grade 12 and post-secondary programs;
- producing print materials for use in the kindergarten to grade 12 school system;
- assisting with the design of a wide variety of print, audio-visual, television and radio production projects;
- designing and coordinating department displays;
- preparing department news releases, speeches and feature articles;
- operating the Inquiry Line, a service used extensively by educators, students and the general public to obtain information on department policies and programs; and,
- providing a media clipping service on education issues.

Information Technology

Saskatchewan Education maintains a substantial network of information technology and computer systems. New data bases and automated office systems are developed on an ongoing basis within the department's strategic plan for information technology.

Saskatchewan Education operates the following computer information systems on an ongoing basis:

- CROSSROADS;
- student information system (SIAST, regional colleges);
- student financial assistance;
- apprenticeship and trades certification;
- General Education Development testing program;
- examination and student records system;
- teacher records;
- school grants;
- Correspondence School;
- school records;
- special education; and,
- numerous microcomputer-based applications.

A major new system development project was initiated in 1990-91 for a new assessment and loan management system for Student Financial Assistance. A feasibility study for a new system for Apprenticeship and Trade Certification was completed.

Microcomputers were acquired to upgrade and expand office support systems for departmental program areas.

An Information Technology Working Group consisting of representatives from LEADS, SSTA, STF, the Association of School Business Officials and the department was formed for kindergarten to grade 12 educational administration.

Human Resources

Overview

Saskatchewan Education's Human Resources Division provides support services to the department in the areas of personnel and payroll administration, staff training and development, labour relations and employment fairness. The division also serves the regional colleges in the areas of labour relations and compensation.

Major Activities

Leave and Attendance System

The department's automated leave and attendance system was used as the base model for a new system being applied throughout government. This system can quickly provide a variety of reports needed for effective human resource management.

Staffing/Classification

A system was developed to identify areas requiring staffing assistance in peak periods, enabling staff to be seconded and/or reassigned to those areas. The temporary reclassification or classification route was used to fill positions. Monthly on-site services were provided to the major employee units in Regina.

Labour Relations

Service was provided to the regional colleges on an ongoing basis in the negotiation and interpretation of contracts, compensation and personnel policy. Employee relations and support to management was provided on an ongoing basis in conflict resolution along with the grievance and arbitration procedures.

Employment Fairness

A member of Saskatchewan Education's Human Resources Division sits as a member of the Government Joint Committee on Employment Fairness. The committee is working towards implementing the Employment Fairness Plan throughout government.

Staff Development

A number of professional/technical staff development events were implemented and coordinated by the Human Resources Division in 1990-91. The topics and number of participants were as follows:

- support staff appreciation day 150
- occupational health and safety training 86
- job skills seminars 104
- employee wellness activities 269
- administrator development training 20
- in-house Word Perfect training 126

Departmental committees were established for Employee Recognition as well as the Director's Advisory Committee.

Ongoing initiatives such as New Employee Orientation, Supervisors Orientation and Introduction to Coaching For Results for new in-scope managers were delivered as required.

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Table 1
Kindergarten to grade 12 enrolment by grade, 1985-91

Grade	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
Kindergarten	16,409	16,401	16,650	16,278	15,965	15,642
Grade 1	17,542	17,530	17,503	17,683	17,112	16,757
Grade 2	16,134	16,417	16,410	16,236	16,325	15,852
Grade 3	15,794	15,759	16,010	15,841	15,708	15,755
Grade 4	15,554	15,590	15,595	15,697	15,463	15,381
Grade 5	15,098	15,342	15,498	15,270	15,388	15,168
Grade 6	14,913	14,959	15,113	15,152	14,906	15,071
Grade 7	14,978	15,056	14,960	15,088	15,060	14,907
Grade 8	14,883	14,658	14,647	14,495	14,638	14,689
Grade 9	14,857	14,729	14,492	14,430	14,161	14,387
Grade 10	14,255	14,345	14,440	14,068	14,052	14,012
Grade 11	13,357	13,176	13,218	13,182	12,913	13,061
Grade 12	13,112	13,452	13,473	13,751	13,643	13,497
Other	3,023	2,798	3,134	2,987	2,691	2,387
Total	199,909	200,212	201,143	200,158	198,025	196,566

Figures in this table do not include students enrolled in the Correspondence School, private schools, the R.J.D. Williams School for the Deaf or government-aided schools. Kindergarten students are counted as full-time students. Lloydminster students on the Alberta side of the border are excluded.

Table 2
Geographic distribution of kindergarten to grade 12 enrolment, 1985-1991

	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
Rural	89,478	88,837	88,499	87,369	85,913	84,112
Towns & Villages	4,562	4,648	4,597	4,560	4,382	4,227
Urban	100,555	101,411	102,753	102,972	102,426	102,898
Northern Saskatchewan	5,314	5,316	5,294	5,257	5,304	5,329
Total	199,909	200,212	201,143	200,158	198,025	196,566

Figures in this table do not include students enrolled in the Correspondence School, private schools, the R.J.D. Williams School for the Deaf or government-aided schools. Kindergarten students are counted as full-time students. Lloydminster students on the Alberta side of the border are excluded.

Table 3
Enrolments, teachers and schools by school divisions, 1990-91

Rural	Enrolment	Teachers	Schools
Arcola	1,709	110	8
Assiniboia	1,192	83	10
Battle River	1,675	113	9
Battleford	1,353	79	7
Biggar	961	72	9
Blaine Lake	766	63	5
Borderland	1,196	81	5
Broadview	1,433	99	6
Buffalo Plains	2,832	188	12
Canora	929	60	6
Cupar	1,488	101	7
Davidson	1,021	74	8
Deer Park	552	42	6
Eastend	718	59	6
Estevan Rural	933	70	8
Eston-Elrose	1,173	87	7
Gull Lake	695	53	6
Herbert	1,079	80	9
Hudson Bay	1,435	94	7
Humboldt Rural	1,533	110	14
Indian Head	1,765	112	7
Kamsack	970	63	7
Kerrobert	1,365	96	7
Kindersley	1,787	112	9
Kinistino	938	64	4
Lanigan	1,139	78	7
Last Mountain	1,453	102	10
Leader	756	59	8
Long Lake	1,246	92	7
Maple Creek	1,100	68	11
Meadow Lake	2,555	157	12
Moosomin	1,402	98	6
Nipawin	2,370	142	9
Northern Lakes	1,482	111	7
Outlook	1,382	96	10
Oxbow	1,234	82	9
Parkland	1,640	113	9
Potashville	2,116	136	12
Prairie View	1,112	80	7
Prairie West	1,013	73	9
Prince Albert Rural	1,968	124	11
Radville	602	49	7
Regina (East)	1,103	76	7
Rosetown	1,481	107	10
Saskatchewan Valley	4,307	253	16
Saskatoon (East)	2,113	134	10
Saskatoon (West)	2,632	170	14
Shamrock	1,449	92	7
Shaunavon	960	71	10
Thunder Creek	1,283	86	10
Tiger Lily	1,184	79	7
Timberline	1,094	70	6
Tisdale	1,720	119	10
Turtleford	1,289	82	8
Wadena	1,990	125	12
Wakaw	1,280	95	7
Weyburn Central	717	52	7
Wilkie	1,272	84	9
Wood River	848	68	11
Yorkdale	1,322	92	11
Total	84,112	5,680	512

Rural, Town and Village	Enrolment	Teachers	Schools
Big Butte	0	0	0
Christ King	133	8	1
Estlin	0	0	0
Grand Coulee	93	6	1
Gray	11	1	1
Lemberg	144	10	1
Mankota Our Lady Fatima	44	3	1
Neudorf	118	11	1
Paynton	93	8	1
Pense	132	8	1
St. Alphonse	30	3	1
St. Gabriels	234	13	1
St. Olivier	124	7	1
Spiritwood RCS	109	6	1
Unity	255	15	1
Wilcox	47	3	1
Wilcox St. Augustine	0	0	0
Wilkie St. George	191	13	1
Balcarres	337	26	2
Gravelbourg	362	27	2
Grenfell	398	27	2
Humboldt Public	210	13	1
Humboldt Separate	568	41	2
Humboldt High	334	22	1
Wolseley	260	17	2
Total	4,227	288	27

City	Enrolment	Teachers	Schools
Estevan Public	1,062	72	5
Estevan Separate	535	41	3
Estevan High	758	46	1
Lloydminster Public	1,264	74	10
Lloydminster Separate	547	34	4
Melfort	1,270	70	4
Melville Public	454	26	3
St. Henry's	380	24	1
Melville Comp	591	35	1
Moose Jaw Public	4,882	302	14
Moose Jaw Separate	1,642	106	6
North Battleford Public	2,063	118	6
North Battleford Separate	1,614	102	5
Prince Albert Public	4,047	235	12
Prince Albert Separate	2,602	152	9
Prince Albert Comp	1,640	85	1
Regina Public	24,588	1,468	64
Regina Separate	9,764	537	29
Saskatoon Public	21,717	1,298	52
St. Paul's	12,869	745	39
Swift Current Public	1,796	116	7
Swift Current Separate	297	17	2
Swift Current Comp	1,112	59	1
Weyburn Public	1,554	98	6
Weyburn Separate	426	24	2
Yorkton Public	2,463	153	8
Yorkton Separate	991	62	4
Total	102,898	6,099	299

Table 3 continued
Enrolments, teachers and schools by school divisions, 1990-91

Northern Saskatchewan	Enrolment	Teachers	Schools
Creighton	469	29	2
Ile-a-la-Crosse	409	24	1
Northern Lights	4,451	279	31
Total	5,329	332	34
Provincial Total	196,566	12,399	872

Table 4
Kindergarten to grade 12 enrolment by grade and geographic distribution, 1990-91

Grade	Rural divisions	Village and town divisions	City divisions	Northern Sask. schools	Special schools	Independent schools	Total
Kindergarten	6,299	352	8,478	513	0	97	15,739
Grade 1	6,836	413	8,848	660	0	124	16,881
Grade 2	6,772	415	8,166	499	0	92	15,944
Grade 3	6,939	399	7,921	496	3	93	15,851
Grade 4	6,923	366	7,629	463	3	112	15,496
Grade 5	6,880	398	7,482	408	4	125	15,297
Grade 6	6,929	394	7,372	376	8	122	15,201
Grade 7	6,894	349	7,211	453	27	133	15,067
Grade 8	6,910	307	7,118	354	21	142	14,852
Grade 9	6,528	235	7,288	336	33	344	14,764
Grade 10	5,694	198	7,813	307	19	529	14,560
Grade 11	5,165	190	7,522	184	5	544	13,610
Grade 12	4,889	187	8,287	134	17	565	14,079
Other	454	24	1,763	146	73	14	2,474
Total	84,112	4,227	102,898	5,329	213	3,036	199,815

Figures in this table do not include students enrolled in the R.J.D. Williams School for the Deaf, or Lloydminster Students on the Alberta side of the border.

Table 5
Number of independent schools and enrolment, 1985-91

Year	Independent high school	Independent elementary programs	Total	Enrolment
1985-86	9	36	45	2,944
1986-87	9	37	46	3,084
1987-88	9	37	46	3,121
1988-89	9	39	48	3,072
1989-90	9	33	41	2,896
1990-91	9	36	44	3,036

Table 6
Grants to universities, 1985-91

	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
Capital grants	$ 19,437,000	$ 28,400,000	$ 23,480,000	$ 23,988,000	$ 50,360,000	$ 52,160,000
Operating grants	139,379,000	143,560,000	143,560,000	146,432,000	149,360,000	153,840,900
Total	$158,816,000	$171,960,000	$167,040,000	$170,420,000	$199,720,000	$206,000,900

Table 7
University enrolment, degree programs, 1985-91

	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
University of Saskatchewan	14,487	15,216	14,959	14,675	14,977	15,282
University of Regina	6,665	6,948	7,207	7,333	7,643	8,217
Total	21,152	22,164	22,166	22,008	22,620	23,449

All figures are full-time equivalent students.
*Estimates for 1990-91.

Table 8
Indentures, completions and cancellations by trade, 1990-91

Trade	Number of apprentices July 1/90	Indentures	Cancellations	Completions	Number of apprentices June 30/91
Agricultural machinery technician	98	47	16	13	116
Barber-stylist	1	0	0	0	1
Boilermaker	16	6	1	0	21
Bricklayer	41	11	9	7	36
Carpenter	374	99	48	30	395
Cement finisher	24	32	1	0	55
Cook	101	31	22	4	106
Cosmetologist	108	58	0	11	155
Crane and hoist operator	5	10	0	1	14
Drywall and acoustical mechanic	0	0	0	0	0
Electrician	445	97	109	62	371
Electronics technician (consumer products)	16	5	1	0	20
Glassworker	3	0	0	0	3
Heavy duty equipment mechanic	137	30	27	33	107
Industrial instrument mechanic	47	12	1	3	55
Industrial mechanic (millwright)	95	39	21	11	102
Insulator	1	0	0	0	1
Machinist	89	36	11	9	105
Motor vehicle body repairer	180	37	4	23	190
Motor vehicle mechanic	451	117	53	75	440
Painter and decorator	9	1	2	1	7
Plasterer	0	0	0	0	0
Plumber	247	64	43	25	243
Power lineman	113	48	3	16	142
Refrigeration mechanic	70	21	6	15	70
Roofer	37	16	9	1	43
Sheet metal worker	104	18	6	9	107
Sprinkler systems installer	16	10	3	2	21
Steamfitter/pipefitter	48	11	12	0	47
Tilesetter	4	3	1	0	6
Truck and transport mechanic	56	13	7	4	58
Welder	128	73	28	20	153
Total	3,064	945	444	375	3,190

Table 9
Indentures, completions, cancellations and apprentices under contract, 1986-87 to 1990-91

Year	Indentures	Completions	Cancellations	Number of apprentices
1986-87	689	414	473	3,415
1987-88	736	413	549	3,189
1988-89	811	228	713	3,059
1989-90	883	386	492	3,064
1990-91	945	444	375	3,190

Note: In 1990-91 the number of female apprentices increased 32% from 150 to 198.

Table 10
Enrolment in apprenticeship technical training courses by trade and stage of training, 1990-91

Trade	All levels	Enrolment levels			
		First	Second	Third	Fourth
Agricultural machinery technician	67	11	10	25	21
Barber-stylist	N/A	N/A	N/A	N/A	N/A
Boilermaker	15	6	5	4	N/A
Bricklayer	24	10	5	9	N/A
Carpenter	221	53	47	67	54
Cement finisher	39	36	2	1	N/A
Cook (day release)	70	26	30	14	N/A
Cook (traditional)	14	6	6	2	N/A
Cosmetologist	N/A	N/A	N/A	N/A	N/A
Crane and hoist operator	N/A	N/A	N/A	N/A	N/A
Drywall and acoustical mechanic	N/A	N/A	N/A	N/A	N/A
Electrician	285	71	66	71	77
Electronics technician (consumer products)	4	1	0	2	1
Glassworker	1	0	1	0	0
Heavy duty equipment mechanic	81	12	11	22	36
Industrial instrument mechanic	45	7	15	14	9
Industrial mechanic (millwright)	65	9	23	19	14
Insulator	0	0	0	0	N/A
Machinist	66	12	7	23	24
Motor vehicle body repairer	82	28	16	38	N/A
Motor vehicle mechanic	286	73	58	72	83
Painter and decorator	3	1	2	N/A	N/A
Plasterer	N/A	N/A	N/A	N/A	N/A
Plumber	181	54	41	48	38
Power lineman	84	24	26	20	14
Refrigeration mechanic	52	17	12	13	10
Roofer	35	17	14	4	N/A
Sheet metal worker	80	23	23	22	12
Sprinkler systems installer	3	0	0	3	N/A
Steamfitter/pipefitter	36	13	11	7	5
Tilesetter	3	2	1	0	N/A
Truck and transport mechanic	38	2	12	14	10
Welder	72	23	21	28	N/A
Total	1,952	537	465	542	408

N/A = Technical training is either not applicable or not available.

Table 11
Interprovincial standards examinations, 1989-91

Trades	1989-90 Number examined	1989-90 Number passed	1990-91 Number examined	1990-91 Number passed
Boilermaker	9	9	1	1
Bricklayer	10	10	9	9
Carpenter	89	61	95	39
Cook	31	30	30	30
Cosmetologist	75	73	47	43
Electrician	109	73	104	69
Electronics technician (consumer products)	3	1	2	1
Glassworker	1	1	0	0
Heavy duty equipment mechanic	58	53	46	38
Industrial instrument mechanic	16	10	6	5
Industrial mechanic (millwright)	21	20	29	21
Machinist	11	9	27	22
Motor vehicle body repairer	37	32	32	23
Motor vehicle mechanic	101	86	113	89
Painter and decorator	4	3	5	4
Plumber	24	18	16	12
Power lineman	11	5	7	2
Refrigeration mechanic	5	5	15	9
Roofer	1	1	4	2
Sheet metal worker	15	15	13	12
Sprinkler systems installer	0	0	0	0
Steamfitter/pipefitter	6	6	10	10
Truck and transport mechanic	6	3	18	12
Welder	105	81	26	23
Total	748	605	651	476

Table 12
Tradesperson upgrading, journeyperson updating July 1, 1990 to June 30, 1991

The figures represent the training that has been scheduled. They do not necessarily reflect actual enrolment.

Trades	Tradesperson upgrading	Journeyperson updating
Agricultural machinery technician	1	0
Boom truck (proficiency)	64	0
Bricklayer	1	0
Carpenter	48	247
Cement finisher	52	73
Cook	43	7
Crane and hoist operator	22	25
Electrician	10	46
Industrial mechanic (millwright)	2	73
Motor vehicle body repairer	3	307
Motor vehicle mechanic	5	74
Plumber	4	0
Sheet metal worker	1	0
Steamfitter/pipefitter	0	79
Welder	123	38
Total	379	969

*Training for boom trucks applies to both the crane and hoist operator and power lineman trades.

Table 13
Canadian Job Strategy skill shortages/investment trainees by occupation, 1990-91

Occupation	Number of Trainees
General manager	82
Other administrators	1
Administrator	1
Comptroller	1
Human resource planner	69
Sales manager	2
Hotel/restaurant administration	4
Store manager	15
Arts administrator	1
Administration manager	341
Travel agent	1
Admin. & management occupation	15
Lab assistant	1
Botanist	1
Agricultural machinery technician	16
Computer assisted drafting	70
Application programmer	3
Pharmacist	1
Dental technician	1
Photographer	2
Clerk typist	1
Bookkeeper	30
Accountant	18
Computer operator	573
Computerized-information processing	29
General office clerk	2
Misc. clerical occupations	17
Manager trainee, retail	53
Sales — other commodities	2
Sales rep. comm./ind. equip.	1
MVM sales representative	2
Parts salesperson	54
Cook	98
Cook apprentice	2
Funeral director	1
Janitor	2
Maintenance worker	1
Kitchen helper	2
General farm worker	16
Farmer, grain/oilseed	2
Farm manager	22
Hog farm worker	41
Ranch worker	1
Dairy farm worker	43
Seed production & processing	1
Meat cutter	11
Misc. processing occupations	1
Machinist	25
Welder	4
Misc. machining and related occ.	20
Electronic equipment repairer	2
Misc. occ. repairing elec. equ.	17
Sewing machine operator	25
Fibreglass laminator	4
Motor vehicle mechanic	239
Motor vehicle body repair	75
Motor vehicle body repairer	2
Auto radio installer	22
Aircraft mechanic	6
Heavy duty equipment mech.	52
Misc. occ. in labouring & rep.	2
Powerline maintainer	9
Electrician	1
Carpenter	1
Carpenter Helper	2
Misc. construction laborer	42
Truck driver, tractor trailer	2
Printer	8
Misc. laboring	2
Miscellaneous	199
Total	2,415

Table 14
Canadian Job Strategy program attestations and monitors, 1990-91

	Number of attestations	Number of monitors
Skill shortages	597	764
Skill investment	1,015	638
Job entry	91	30
Job development	65	12
Total	1,768	1,444

Table 15
Vocational rehabilitation of disabled persons (VRDP) program: training area and enrolment, 1989-91

Training area	1989-90 Enrolment	1990-91 Enrolment
Universities	173	208
Technical institutes	305	322
Regional colleges	47	52
Trade schools	44	44
Special training centres	186	240
Other training services	29	32
Training-on-the-job	21	31
Out-of-province training	31	32
Foreign training	10	9
Total	846	970

Table 16
Funding to regional colleges, 1990-91

Regional College	Base Grant	Total* Targeted	Enhancement Fund	Total, 1990-91 Fiscal Year
Carlton Trail	$618,865	$623,201	$252,268	$1,494,334
Cumberland	547,141	733,196	210,611	1,490,948
Cypress Hills	635,904	741,745	196,821	1,574,470
Lakeland	160,494	483,153	26,600	670,247
Northlands	1,203,368	3,535,490	396,949	5,135,807
North West	667,415	1,342,043	332,769	2,342,227
Parkland	687,500	1,284,951	234,675	2,207,126
Prairie West	607,170	536,306	209,835	1,353,311
Southeast	866,584	1,090,065	263,631	2,220,280
Total	$5,994,441	$10,370,150	$2,124,159	$18,488,750

*Includes: Non-Status Indian and Metis Program (NSIM), Saskatchewan Skills Extension Program (SSEP), Saskatchewan Skills Development Program (SSDP), Non-Sponsored, The Vocation Rehabilitation of Disabled Persons Agreement (VRDP), Northern Training Program (NTP) and Literacy.

Table 17
Regional colleges: registrants by type of program, 1990-91

College	University	Institute	ABE	CID
Carlton Trail	246	602	95	2,557
Cumberland	157	107	84	1,220
Cypress Hills	269	564	331	375
Lakeland	163	226	111	283
Northlands	55	436	714	279
North West	491	206	365	1,541
Parkland	542	607	352	2,898
Prairie West	209	297	293	1,920
Southeast	367	776	205	5,668
Total	2,499	3,821	2,550	16,741

University refers to courses brokered from a university.
Institute refers to courses brokered from SIAST.
ABE refers to adult basic education courses.
CID refers to non-credit community and individual development courses.

Table 18
Regional colleges: number of courses by type of program, 1990-91

College	University	Institute	ABE	CID
Carlton Trail	26	52	4	239
Cumberland	18	13	6	123
Cypress Hills	49	46	19	35
Lakeland	70	13	2	20
Northlands	10	38	25	29
North West	24	15	15	144
Parkland	32	42	18	288
Prairie West	19	25	12	187
Southeast	24	105	17	644
Total	272	349	118	1,709

University refers to courses brokered from a university.
Institute refers to courses brokered from SIAST.
ABE refers to adult basic education courses.
CID refers to non-credit community and individual development courses.

Table 19
Regional colleges: literacy program, 1990-91

College	Number of Learners	Number of Tutors	Tutor Workshops	PALS Registrants
Carlton Trail	94	121	3	0
Cumberland	40	74	2	16
Cypress Hills	71	142	18	0
Lakeland	38	90	4	19
Northlands	138	78	3	168
North West	188	93	7	92
Parkland	122	147	9	127
Prairie West	70	48	7	0
Southeast	65	75	2	0
Total	826	868	55	422

Learners refers to clients matched with tutors.
Tutors refers to volunteers who guide learners.
Tutor Workshops refers to programs to assist tutors.
PALS refers to a computer based learning system.

Table 20
Enrolment in French language programs, 1990-91

Program	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
French language schools for Fransaskois	148	458	396	263	135	1,400
Immersion/bilingual for Anglophones	1,417	3,937	2,996	1,488	616	10,454
Core French	2,886	25,837	32,826	34,371	14,342	110,262
Total	4,451	30,232	36,218	36,122	15,093	122,116

Table 21
Educational services to children with designated disabilities, 1990-91

Special services of program placements	TMR	VI	HI	OH	CHI	MH	Total
Special Equipment	3	0	18	8	2	3	34
Consultant with equipment	4	3	5	24	0	6	42
Teacher aide	151	30	30	62	79	143	495
Itinerant teacher	25	22	60	19	17	19	162
Resource room	127	39	95	48	86	41	436
Part-time special class	47	3	7	8	12	40	117
Full-time special class	232	7	44	23	16	93	415
Developmental centre	18	0	0	2	3	145	168
Special boarding school	7	0	0	0	0	3	10
Homebound instruction	2	0	0	0	3	6	11
Special school or special preschool	83	0	6	9	3	122	223
Other	18	3	12	10	25	10	78
Total	717	107	277	213	246	631	2,191

Code: TMR = Trainable Mentally Retarded, VI = Visually Impaired, HI = Hearing Impaired, OH = Orthopedically Handicapped
CHI = Chronically Health Impaired, MH = Multiply Handicapped.

Table 22
Summary of northern training programs delivered by Northlands College, 1990-91

Course	Programs	Enrolment	Student training days	Direct cost
Adult basic education				
Grade 0-10	1	12	1,632	$ 43,623
Grade 5-10	6	63	9,837	181,441
Grade 8-10	3	28	4,318	114,301
Grade 8-12	4	77	13,493	352,115
Grade 11-12	2	31	5,434	144,222
Life Skills	1	11	649	28,460
Literacy 0-8	1	12	444	3,441
Learning Centres	3	324	-	193,789
Total	21	558	35,807	$1,061,392

Course	Programs	Enrolment	Student training days	Direct cost
Skill training				
Geophysics field assistant	1	3	66	5,887
Grand Total	22	561	35,873	$1,067,279

Table 23
Northern occupational training programs, 1990-91

Program	People Trained
Native Career Development Program	213
Opportunities'90	13
Other northern training programs	202
Northern Education Task Force & initiatives	1,200
Total	1,628

Table 24
Funding for northern training programs, 1990-91

Program	Funding
Adult Basic Education	$1,061,391
Skill training	5,887
Northern Training Program allowance	118,770
Sponsored program support	120,175
Buffalo Narrows operating	710,537
Other northern training programs	438,486
Northern Education Task Force & initiatives	1,414,181
Total	$3,869,427

Table 25
Correspondence School enrolment, 1990-91

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Adults	72	238	430	1,336	2,076
School age	416	1,228	912	949	3,505
Total Students	488	1,466	1,342	2,285	5,581
Type A service	725	2,102	1,979	3,325	8,131
Type B service	252	747	639	915	2,553
Total (A & B)	977	2,849	2,618	4,240	10,684

Type A service refers to the number of students registered for full instruction. Line 4 above displays the total number of courses for which these students were enrolled.
Type B service refers to the number of correspondence courses purchased by teachers, school boards and regional colleges for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Table 26
Kindergarten to grade 12 teaching staff, 1985-91

Year	Teachers	Net increase or decrease
1985-86	12,077	-1
1986-87	12,557	480
1987-88	12,353	-204
1988-89	12,378	25
1989-90	12,457	79
1990-91	12,399	-58

Since 1985, teachers employed by the Lloydminster School Division and Lloydminster Catholic Separate School Division have been prorated to the proportion that Saskatchewan students represent of total enrolment in Lloydminster school divisions. These figures include central office professional staff, directors and consultants, but not Special or Independent schools.
The 1990-91 total includes 1,491 part time and 154 out-of-scope staff.

Table 27
Kindergarten to grade 12 teachers employed, 1990-91

Class	Rural divisions	Village and town divisions	City divisions	Northern divisions	Total
VI	218	10	605	10	843
V	1,167	61	1,636	58	2,922
IV	3,501	165	3,418	206	7,290
III	327	28	188	42	585
II	364	21	186	11	582
I	7	1	3	0	11
C	9	0	2	1	12
Other	87	2	61	4	154
Total	5,680	288	6,099	332	12,399

Table 28
Kindergarten to grade 12 teachers' average salaries, 1985-91

Year	Salary grid	Average salary ($)
1985-86	1986	34,988
1986-87	1986	35,075
1987-88	1986	35,411
1988-89	1987	36,474
1989-90	1989	38,334
1990-91	1990	40,153

Table 29
Kindergarten to grade 12 teachers' average salaries, 1990-91

Classification	Rural divisions	Village and town divisions	City divisions	Northern divisions	Total average
VI	$47,279	$46,309	$47,718	$46,678	$47,576
V	42,454	43,303	43,299	40,520	42,902
IV	39,206	38,690	39,762	36,347	39,366
III	32,721	32,021	32,519	30,980	32,461
II	29,347	28,934	29,371	27,069	29,287
I	28,853	0	20,825	0	24,839
C	20,825	0	0	20,825	20,825
Total Average	$39,374	$39,063	$41,138	$36,354	$40,153

Table 30
Kindergarten to grade 12 teachers — percentage distribution by classification, 1989-91

Classification	Percentage 1989-90	1990-91
VI	06.67	06.80
V	23.23	23.57
IV	58.25	58.80
III	05.29	04.72
II	05.13	04.69
I	00.12	00.09
C	00.11	00.10
Other	01.20	01.24

Table 31
Capital project value, 1990-91

New construction value	$8,029,164
Renovation value	5,010,992
Roof repairs	4,804,034
Consultant fees	1,323,671
Unfixed furniture and external works allowances	651,804
Site and other costs	1,505,697
Total	$21,325,362

Table 32
Grants to kindergarten to grade 12 schools, 1985-91

Grants to schools	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
Operating	$328,347,200	$332,166,620	$330,228,500	$336,831,400	$349,825,000	$362,215,200
Building and repairs	12,259,700	0	0	0	0	0
Long-term debt and capital downpayment	56,301,470	58,438,910	62,000,000	63,513,500	67,634,500	69,461,000
Education development fund	6,700,000	26,200,000	13,750,000	13,750,000	13,750,000	13,750,000
Total	$403,608,370	$416,805,530	$405,978,500	$414,094,900	$431,209,500	$445,426,200

Prior to 1985-86 long-term and capital downpayments were included in operating. Starting in 1986-87 and ending in 1987-88, building and repairs were paid by Saskatchewan Property Management Corporation. In 1988-89, funding was by long-term debt retirement. On average, the province pays for 80% of the cost and the local board pays the remaining 20%.

Table 33
1990 revenue fund receipts and disbursements for all public and Roman Catholic separate primary and secondary schools

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$3,288,353	$8,146,509	$223,527,235	$200,645,430	$435,607,527
Provincial grants	28,262,700	11,085,263	181,062,140	225,616,377	446,026,480
Tuition fees	2,563,368	1,492,615	34,410,178	12,487,920	50,954,081
Other educational services	0	0	1,413,029	25,807	1,438,836
Ancillary services	723,061	9,759	2,372,393	680,691	3,785,904
Miscellaneous revenue	1,883,552	408,577	10,529,645	4,368,420	17,190,194
Total revenues	$36,721,034	$21,142,723	$453,314,620	$443,824,645	$955,003,022
Expenditures					
Administration	$1,568,920	$678,246	$9,526,708	$12,395,995	$24,169,869
Instruction	19,383,178	13,316,423	308,257,579	267,277,963	608,235,143
Plant operation and maintenance	5,643,233	1,781,647	54,079,785	37,588,227	99,092,892
Payments to other divisions	2,337,660	1,852,960	17,554,861	15,783,683	37,529,164
Conveyance and related service	1,003,604	1,108,607	8,708,232	54,881,624	65,702,067
Ancillary services	1,091,483	5,184	2,620,637	361,271	4,078,575
Annual debt charges	3,725,311	1,439,483	32,385,114	38,362,106	75,912,014
Contributions to capital	881,182	60,616	3,968,678	2,013,825	6,924,301
Reserves	550,944	269,291	5,338,227	5,699,759	11,858,221
Other educational services	0	0	1,650,894	57,768	1,708,662
Special projects	865,241	557,935	6,439,544	10,178,087	18,040,807
Total expenditures	$37,050,756	$21,070,392	$450,530,259	$444,600,308	$953,251,715

Table 34
1990 statement of assets and liabilities for all public and Roman Catholic separate primary and secondary schools

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Capital assets					
Land, buildings and equipment	$41,926,699	$25,515,992	$558,786,502	$617,701,351	$1,243,930,544
Other capital assets	128,016	170,031	18,127,772	14,100,666	32,526,485
Revenue assets					
Cash on hand and in bank	6,236,443	3,349,393	11,808,222	31,057,865	52,451,923
Due from taxes	2,107,237	1,511,878	16,016,173	38,760,954	58,396,242
Due from grants	2,156,554	109,148	3,972,699	4,546,090	10,784,491
Accounts receivable	749,069	194,455	4,809,873	4,386,415	10,139,812
Other assets	1,385,158	527,755	34,324,867	3,025,980	39,263,760
Total assets	$54,689,176	$31,378,652	$647,846,108	$713,579,321	$1,447,493,257
Capital liabilities					
Debentures not due	$10,909,489	$3,520,626	$100,474,479	$102,908,778	$217,813,372
Other capital liabilities	5,723,694	440,768	15,936,561	19,384,446	41,485,469
Revenue liabilities					
Bank overdraft and loans	0	58,954	3,589,129	13,922,773	17,570,856
Deferred teachers salaries	107,838	216,791	3,244,083	5,284,251	8,852,963
Accounts payable	1,014,851	530,221	7,616,035	6,570,854	15,731,961
Debentures overdue	258,367	2,072	841,085	830,989	1,932,513
Other revenue liabilities	7,565,691	816,241	16,621,556	16,546,060	41,549,548
Total liabilities	$25,579,930	$5,585,673	$148,322,928	$165,448,151	$344,936,682
Debentures registered in 1989-90					$28,277,000

Table 35
Board of education operating expenditures, 1989-90

	1989	1990	Increase ($ millions)	Percentage increase
Gross expenditure	912.9	953.3	40.4	4.43
Exclude payments to other divisions	876.0	915.8	39.8	4.54

	1989	1990	Increase ($ millions)	Percentage increase
Instruction	580.1	608.2	28.1	4.8
Plant operation and maintenance	97.8	99.1	1.3	1.3
Administration	23.8	24.2	0.4	1.7
Conveyance and related service	63.5	65.7	2.2	3.5

Table 36
Interlibrary loans, 1989-90

	1989-90	1990 (Apr. 1 - Dec. 31, 1990)
Total author/title requests received	66,198	45,440
Requests from public libraries	54,285	37,523
Requests from government/special libraries	9,745	5,863
Requests filled out-of-province	2,168	2,054
Requests filled by Provincial Library	16,088	8,727
Requests filled in-province	57,210	37,527
Requests sent out-of-province	10,591	7,350

Table 37
Library Circulation, 1989-90

	1989-90	1990 (Apr. 1 - Dec. 31, 1990)
Total circulation	131,145	91,376
-Large print	31,802	8,501
-Multilingual	32,866	25,637
-Library Science	1,151	1,822
-Last copy	314	314
-Talking books	5,895	4,441

Table 38
Reference, 1989-90

	1989-90	1990 (Apr. 1 - Dec. 31, 1990)
Total requests	18,435	12,676
- Subject searches	4,892	3,364
- Computer searches - total	831	585
- Public libraries	602	455
- Saskatchewan Government	171	90
- Others	58	40
Library Science reference questions	443	230

Table 39
Cataloguing, 1989-90

	1989-90	1990 (Apr. 1 - Dec. 31, 1990)
Requests for cataloguing	48,290	32,747
Provincial Library		
-New titles catalogued	6,624	5,871
-Total books and audio/visual added to collection	7,790	4,118
Regional Libraries		
-New titles	14,028	13,202
-Titles re-accessed for location additions	17,724	12,766
Saskatoon Public Library*		
-New titles catalogued	14,711	16,342
Regina Public Library*		
-New titles catalogued	11,736	13,231

*Cataloguing input locally using the Cataloguing Support System.
Statistics on titles re-accessed for location additions not available.

Table 40
Automated cataloguing costs, 1990 (Apr. 1 - Dec. 31, 1990)

Library	Titles	Processing and communications	Cost per title	Product cost	Total cost
Provincial Library*	8,367	$ 32,274	$ 3.86	$ 2,762	$ 35,036
Regional Libraries	18,490	75,522	4.08	34,427	109,949
Saskatoon Public Library**	21,789	88,766	4.07	-	88,766
Regina Public Library**	13,231	59,053	4.46	-	59,053
Total amount paid by Provincial Library					$292,804

*Provincial Library cost includes interlibrary loan location searching.
**Municipal libraries input titles locally and pay for products directly.